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ABSTRACT

The South Carolina Basic Skills Assessment Program (BSAP) measures 16 basic skills objectives as mandated by legislation enacted in 1978. The BSAP Reading and Mathematics Tests were administered April 17 through 21, 1989. The tests for grades 1, 2, 3, 6, and 8 consisted of 6 multiple-choice questions for each of the 11 objectives in reading and mathematics. The Exit Examination, a requirement for high school graduation beginning in 1989-90, consists of 10 items for each of the objectives. In 1989, the percentage of students meeting the standard in reading varied from 74.4 in grade 8 to 87.1 in grade 1. Significant increases were noted in each grade, with the greatest increase in percentage of students meeting the requirements in grades 2 and 8, at approximately 23%. The Exit Examination in reading was passed by 83.6% of first time takers (grade 10). In mathematics, the percentage of students meeting the standard ranged from 73.5% in grades 6 and 8 to 91.5% in grade 2, and 81.4% passed the Exit Examination. Increases were found for each grade. On the BSAP writing test, administered to grades 6 and 8 and at the Exit level, 78.3% of grade 6, 82.8% of grade 8, and 79.1% of grade 10 Exit examinees passed. There are 10 figures illustrating passing percentages. Six appendices consisting of 129 pages of tables contain demographic information and district test score summaries. (SLD)

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1988 - 89 BSAP RESULTS

The South Carolina Department of Education
Charlie G. Williams, State Superintendent
An Equal Opportunity Agency
September, 1989

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1988-89

BSAP RESULTS

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1988-89 BSAP RESULTS**Abstract**

The Basic Skills Assessment Program (BSAP) Reading and Mathematics Tests were administered April 17 - 21, 1989. The tests for Grades 1, 2, 3, 6, and 8 consist of six multiple-choice questions for each of the 11 objectives encompassing reading and mathematics. The Exit Examination consists of 10 items for each of the 11 objectives, with 60 questions devoted to reading and 50 to mathematics. The tests are not timed at any grade level.

In 1989, the percentage of students meeting the standard in reading varied from 74.4 in Grade 8 to 87.1 in Grade 1. Other reading percentages were: Grade 2, 85.3 percent; Grade 3, 87.0 percent; Grade 6, 77.6 percent; and Exit Examination (first attempt, Grade 10), 83.6 percent. Grades 2 and 8 had the highest increases in percentage of students meeting the reading standard from 1981 to 1989, with 23.7 and 23.5 percentage points each. Significant increases were also observed in Grades 1, 3, and 6 where increases of 17.1, 19.4, and 22.5 percentage points, respectively, occurred.

On the Mathematics Test, the percentage of students meeting the standard in 1989 ranged from 73.5 percent in Grades 6 and 8 to 91.5 percent in Grade 2. Other mathematics percentages were: Grade 1, 89.6 percent; Grade 3, 86.9 percent; and Exit Examination (first attempt, Grade 10), 81.4 percent. The greatest mathematics increases from 1981 to 1989 were 30.9 percentage points which occurred in Grade 8 and 26 percentage points in Grade 6. Significant improvements were also observed in Grades 1, 2, and 3 with increases of 21, 21.9, and 25.4 percentage points, respectively.

The BSAP Writing Test was administered in Grades 6 and 8 and at the Exit level. The Writing Test requires the student to write a composition based on a specific prompt. On the Writing Test, 78.3 percent of the sixth graders, 82.8 percent of the eighth graders, and 79.1 percent of the Exit Examination (first attempt) tenth graders met the standard. Since 1983, the performance of students in writing in Grades 6 and 8 has increased 9.4 and 17.4 percentage points, respectively. As with the Reading and Mathematics Tests, the Writing Test is not timed.

INTRODUCTION

The South Carolina Basic Skills Assessment Program (BSAP) was established by legislation enacted in 1978. Among the major provisions of this legislation are the requirements that the State Board of Education, through the State Department of Education: (1) establish statewide educational objectives in the basic skills of reading, writing, and mathematics for kindergarten through Grade 12 with minimum standards of student achievement for readiness and for Grades 1, 2, 3, 6, and 8; (2) select a readiness test to be administered at the beginning of first grade; (3) select or develop criterion-referenced tests in reading and mathematics to be administered at the end of Grades 1, 2, and 3; and (4) select or develop criterion-referenced tests in reading, writing, and mathematics to be administered at the end of Grades 6 and 8.

Additionally, the legislation required the participation of all public school districts in the program (Section 2) and the establishment of a Basic Skills Advisory Commission (Section 1A). The legislation also sets forth a schedule for the implementation of the various requirements of the BSAP (Section 4). The law explicitly requires that the results of the testing program be used as a basis for providing appropriate instruction for those students who do not achieve the minimum standards that are set.

The Education Improvement Act of 1984 amended the Basic Skills Assessment Program legislation to replace the Grade 11 test with a high school Exit Examination and to develop a Science Basic Skills Program. The Exit Examination, consisting of writing, reading, and mathematics subtests, must be successfully completed by all South Carolina public high school graduates beginning in the 1989-90 school year. The establishment of science objectives and subskills was mandated for Grades 1 through 8; and science tests were mandated for Grades 3, 6, and 8. The first statewide administration to which a standard will be applied will be in the spring of 1990.

TEST ADMINISTRATION

The South Carolina Basic Skills Assessment Program (BSAP), established by legislation in 1978, required the establishment of statewide educational objectives and the use of criterion-referenced tests to assess student performance on those objectives. The 16 basic skills objectives, which the BSAP Tests are designed to measure, were identified during the 1978-79 school year through a process which was guided by the Basic Skills Reading, Mathematics, and Writing Committees and involved over 18,000 South Carolina educators, as well as members of the general public. Each of the 16 objectives -- six in reading, five in mathematics, and five in writing -- is repeated at each grade level in essentially the same form but at a different level of complexity. Brief descriptors for the 16 continuing objectives in the three subject areas are presented below.

<u>Reading</u>	<u>Mathematics</u>	<u>Writing</u>
Decoding and Word Meaning	Concepts	Handwriting
Details	Operations	Mechanics
Main Idea	Measurement	Word Usage
Reference Usage	Geometry	Sentence Formation
Analysis of Literature	Problem Solving	Composition

The BSAP Tests were developed as criterion-referenced tests based upon the BSAP statewide objectives and, consequently, are specifically intended for use in South Carolina. Since the BSAP Tests are only administered in South Carolina, there is no information available that indicates how students in other states or in the nation as a whole would perform on the BSAP Tests; therefore, the BSAP Tests lack comparative national norms by design. The BSAP Tests are considered to be criterion-referenced measures because they can be used to compare student performance to a criterion (the present state standard). They cannot be used to compare student performance to some national level of performance. The intended purpose of the BSAP Tests, as stipulated in the legislation, is to assist in the identification of student deficiencies and to serve as a basis for providing instruction to this group of students. District and school data can be used to identify subject area and objective deficiencies for program improvement.

The BSAP Tests, administered in the spring of each year, were devised to assess the extent to which students have attained the statewide educational objectives. In Grades 1, 2, 3, 6, and 8, the Reading and Mathematics Tests consist of six multiple-choice items for each objective. Consequently, the Reading and Mathematics Tests at these five grades consist of 36 and 30 items, respectively. The subtests for the Exit Examination consist of 10 items for each objective, constituting a total of 60 items for reading and 50 for mathematics.

The Writing Tests in Grades 6 and 8 and at the Exit Examination level require that the students write compositions in response to a specific topic referred to as a writing

prompt. The Writing Tests are scored according to the BSAP Modified Holistic Scoring Scale which consists of a set of four score point criteria. By definition of the score point criteria, papers that receive scores of 4 or 3 are judged to be adequate papers; papers that receive scores of 2 or 1 are judged to be inadequate. Zero (0) papers, which are illegible, off topic, or insufficient in length, are also considered inadequate.

Every composition is scored by a minimum of two raters. If the score point values assigned by two raters are on the same side of the cut score (either adequate or inadequate), the average of the two ratings is reported (e.g., scores of 3 and 4 equal a final score of 3.5). If the two score point values are on opposite sides of the cut score (e.g., scores of 2 and 3), the composition is scored by a third rater called a resolution rater. After the resolution rating, the two ratings on the same side of the cut score are used to obtain the final student score. The papers that receive a less than adequate score are also scored using a modified analytic score scale to identify specific objectives (Mechanics, Word Usage, Sentence Formation, and/or Composition) in which the student exhibited deficiencies. (A deficiency on the Handwriting Objective is noted only if the paper is unreadable or illegible.)

Scores on the BSAP Reading and Mathematics Tests for all grades tested are reported as scale scores to districts, schools, teachers, and parents. The statewide standard for each of these two tests was set at a scale score of 700. The scores on the BSAP Writing Tests are reported as 0, 1, 1.5, 2, 3, 3.5, and 4, with the standard set at 3. Students who have a scale score of 700 or above in reading or mathematics or a score of 3 or above in writing are classified as "meeting the standard" in those subjects. However, since the difficulty of the tests may vary from mathematics to reading and from grade to grade, **comparisons should not be made across different grades or across different basic skill area tests for a given grade.** For example, a scale score of 680 on the Grade 8 BSAP Mathematics Test is not comparable to a 680 on the Grade 8 BSAP Reading Test. Since the tests are also not equated across grades, the scale scores are only comparable from one year to the next for the same basic skill area at the same grade level. Consequently, apparent decreases in the percentages of students meeting the standards across grades may be misleading.

The first statewide administration of the Grades 1, 2, 3, 6, and 8 BSAP Reading and Mathematics Tests was in 1981 which is considered the baseline year. For the Grades 6 and 8 BSAP Writing Tests, the baseline year was 1983. The Exit Examination (reading, mathematics, and writing) was first administered statewide to tenth grade students in 1986 which constitutes the baseline year for the Exit Examination.

Field testing of the BSAP science items continued in 1989, but results are not discussed in this report since standards have not yet been established.

State Results

The BSAP Tests were administered April 17 through April 21, 1989, in Grades 1, 2, 3, 6, and 8 and at the Exit Examination level in 91 districts in South Carolina and in Palmetto Unified and Youth Services. Students receiving special education services because of handicapping conditions were included in the testing unless their Individual Education Plans (IEP's), as required by Public Law 94-142, indicated that the BSAP Tests would be inappropriate. Administrative guidelines for testing handicapped students were developed with the assistance of a committee of specialists in the area of educating handicapped students.

In the following pages, the BSAP test results for the State for 1981 (the first year of administration), 1988, and 1989 are presented and discussed by grade level. A bar graph of the results for each grade tested is presented, along with a brief discussion. The graphs show the percentages of students in Grades 1, 2, 3, 6, and 8 and at the Exit Examination level who met the standards in reading, mathematics, and writing. A bar graph is also provided for each subject area, showing the percentages of students meeting the standard (a scale score of 700 in reading and mathematics and a score of 3 in writing) in each grade in the baseline year and the last two years (1988 and 1989). State summaries are presented in Appendices A-D and district test results are provided in Appendices E and F.

Grades 1, 2, 3, 6, and 8. This year 55,140 first graders; 48,708 second graders; 48,555 third graders; 45,856 sixth graders; and 43,930 eighth graders were tested in reading and mathematics, for a total of 242,189 students. Writing was also assessed in Grades 6 and 8.

The 1989 BSAP results indicate that almost nine out of ten students in Grades 1, 2, and 3 and seven out of ten students in Grades 6 and 8 met the standards in reading and mathematics. As in 1987 and 1988, the lowest percentage of students meeting the reading standard was in Grade 8 (74.4%), while the highest percentage was in Grade 1 (87.1%). In mathematics, the highest percentage meeting the standard occurred in Grade 2 (91.5%) and the lowest in Grades 6 and 8 (73.5%). In writing, 78.3% of Grade 6 students and 82.8% of Grade 8 students met the standard.

Compared to 1988, the percentages of students meeting the standards in 1989 in reading, mathematics, and writing either increased or remained stable across all grade levels (1, 2, 3, 6 and 8). As in 1988, the most notable gain was made by Grade 8 students in writing (3.5 percentage points). The overall upward trend in BSAP test scores over the past eight years continues.

Exit Examination. In 1989, the Exit Examination was administered to any student in a South Carolina public school or Adult Education program who: (1) met the State Board regulations to be classified as a tenth grader; (2) was classified as an eleventh or twelfth grader, but had not taken the Exit Examination; or, (3) regardless of grade level classification, had taken the Exit Examination during the last administration and failed to meet the standard on one or more subtests.

Several cautions are in order with regard to interpretation of Exit Examination data. First, one should remain cognizant of the particular group of students being analyzed. Students at several grade levels, with different attempt statuses (first, second, or third), and Adult Education students took one or more of the Exit Examination subtests. In addition, the demographics of any particular group may change drastically over time due to factors such as dropout rates and mobility. Moreover, since students have multiple opportunities to pass the subtests, many different analyses of the results are possible. In this report, only the percentages of particular groups passing the individual subtests and the entire Exit Examination are discussed.

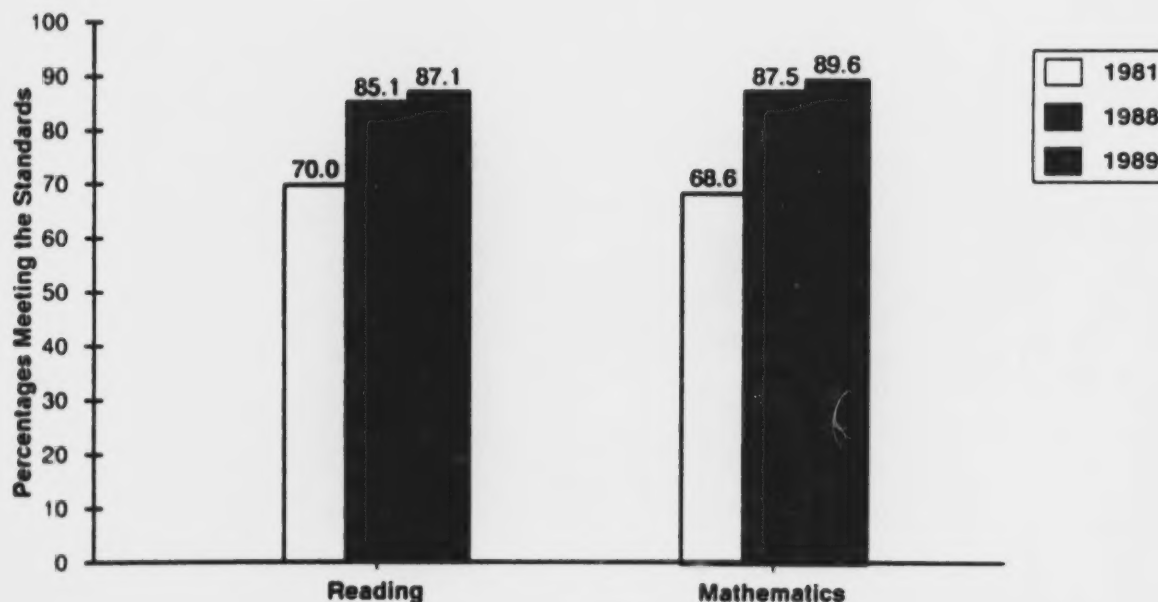
In 1989, the scores of tenth graders who took the Exit Examination for the first time improved on all three subtests. This year 83.6%, 81.4%, and 79.1% of the 38,390 students in this group met the standards in reading, mathematics, and writing, respectively, while 66.1% passed all three subtests, compared to 62.8% last year. Of the 1,052 Adult Education students attempting the examination for the first time, 55.6% met the standard in reading, 36.8% in mathematics, and 43.7% in writing. This year 19.7% of the Adult Education students passed all three subtests on their first attempts.

BSAP State Results**Grade 1**

Figure 1 below shows the performance of Grade 1 students in both reading and mathematics. In 1989, the percentages of South Carolina first graders meeting the standards were 87.1% in reading and 89.6% in mathematics.

The performance of first graders has continued to improve across the years. Between 1988 and 1989, the percentages meeting the standards increased (2.0 percentage points for reading and 2.1 percentage points for mathematics). The gains in the percentages meeting the standards between 1981 and 1989 have been substantial, a rise of 17.1 percentage points in reading and 21 percentage points in mathematics.

FIGURE 1
Percentages of Students Meeting the Standards, 1981, 1988, and 1989
Basic Skills Assessment Program
Grade 1

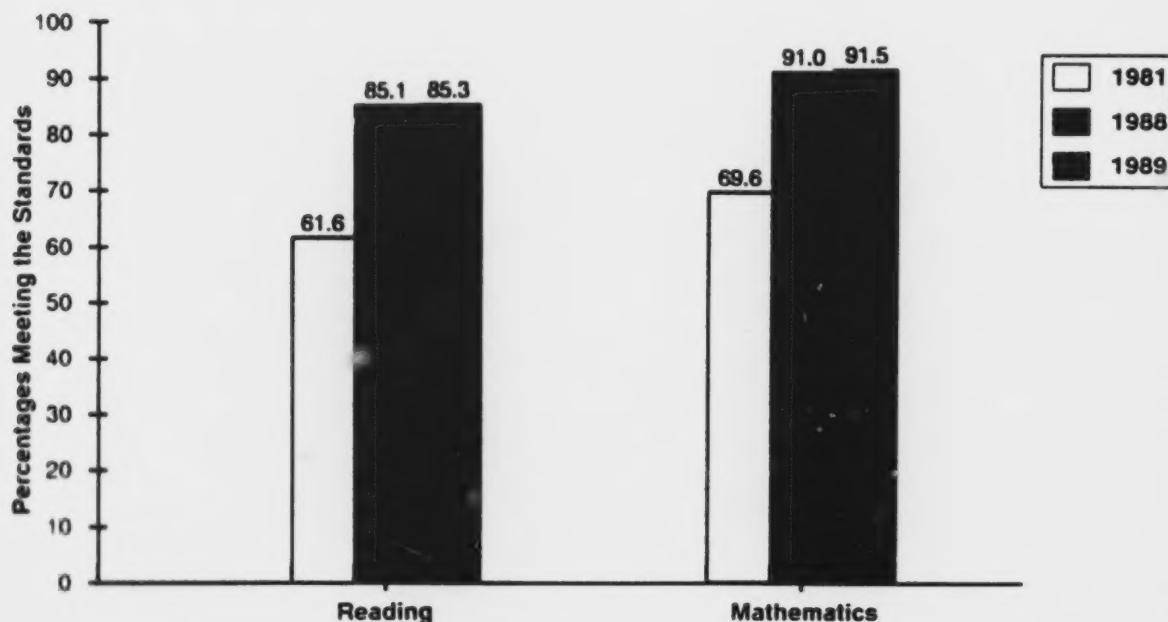


BSAP State Results**Grade 2**

The percentages of second grade students meeting the standards in reading and mathematics are presented in Figure 2. This year, 85.3% of the students met the standard in reading; and 91.5% met the standard in mathematics.

Over the years, the performance of second grade students in both of these basic skill areas has shown improvement. Although the percentage of students meeting the standard in both reading and mathematics remained essentially stable between 1988 and 1989, the gains in both areas have been dramatic during the last eight years. The percentage meeting the standard in reading has risen 23.7 percentage points from 1981 to 1989. The improvement in mathematics over this same period has been almost as large, an increase of 21.9 percentage points.

FIGURE 2
Percentages of Students Meeting the Standards, 1981, 1988, and 1989
Basic Skills Assessment Program
Grade 2

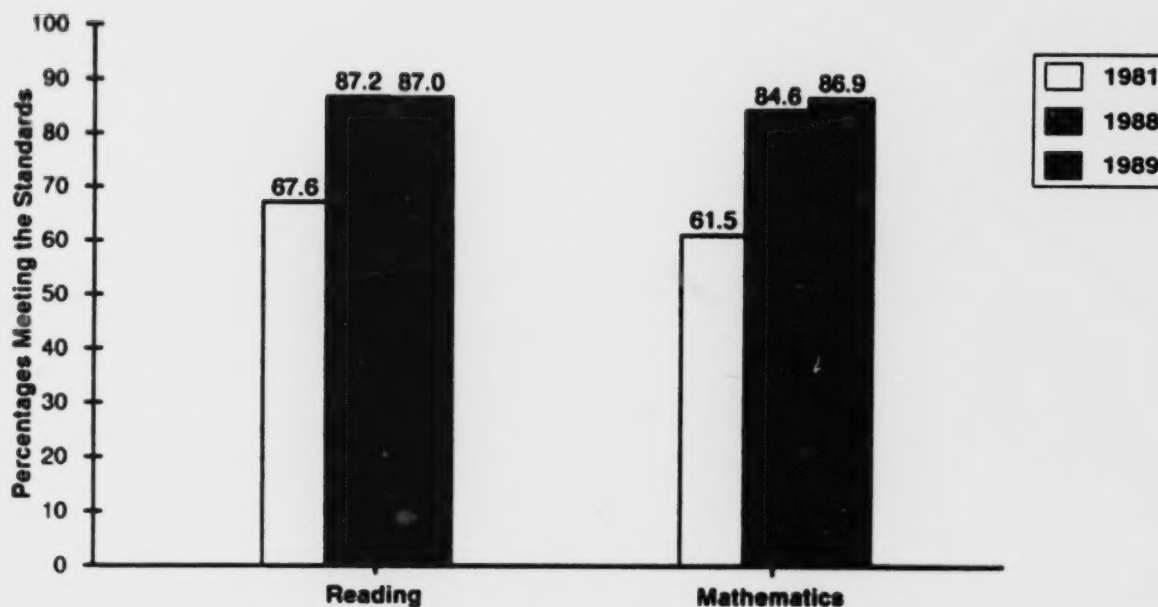


BSAP State Results**Grade 3**

Figure 3 shows the percentages of students meeting the standards in reading and mathematics in Grade 3. In 1989, these percentages were 87.0% in reading and 86.9% in mathematics.

The performance of third graders changed very little (less than 1 percentage point) in reading from 1988 to 1989, while the percentage meeting the standard in mathematics rose 2.3 percentage points. Over the last eight years, third graders have made impressive gains in the two basic skill areas. In reading, the percentage meeting the standard has risen from 67.6% to 87.0%, a gain of 19.4 percentage points. In mathematics, the percentage has risen from 61.5% to 86.9%, a gain of 25.4 percentage points.

FIGURE 3
Percentages of Students Meeting the Standards, 1981, 1988, and 1989
Basic Skills Assessment Program
Grade 3



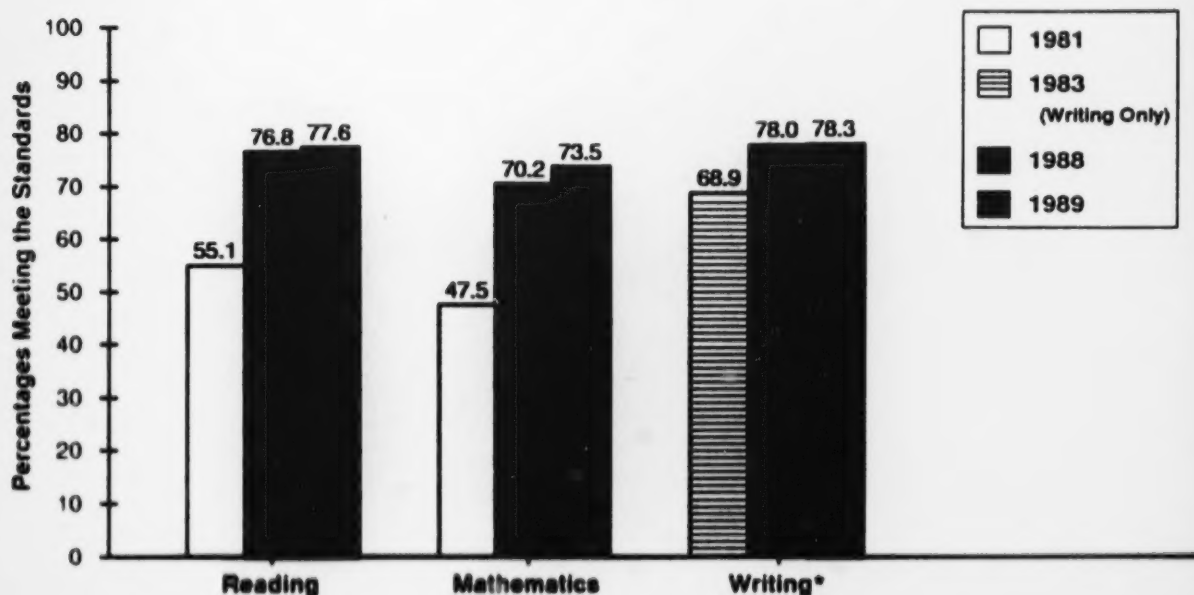
BSAP State Results

Grade 6

The percentages meeting the standards in reading, mathematics, and writing in Grade 6 are reported in Figure 4. This year, the majority of the students met the standards in the three areas: 77.6% in reading, 73.5% in mathematics, and 78.3% in writing.

Between 1988 and 1989, the percentages of sixth grade students meeting the standards remained fairly stable in reading and writing but increased considerably in mathematics (3.3 percentage points). The percentages of students meeting the standards in all areas continues to increase. Observation of the data over the past eight years reveals impressive gains in both reading and mathematics, with increases of 22.5 percentage points in reading and 26 percentage points in mathematics between 1981 and 1989. Writing scores rose over 9.4 percentage points between 1983 and 1989.

FIGURE 4
Percentages of Students Meeting the Standards, 1981, 1983, 1988, and 1989
Basic Skills Assessment Program
Grade 6



*The BSAP Writing test was administered beginning in 1983.

BSAP State Results

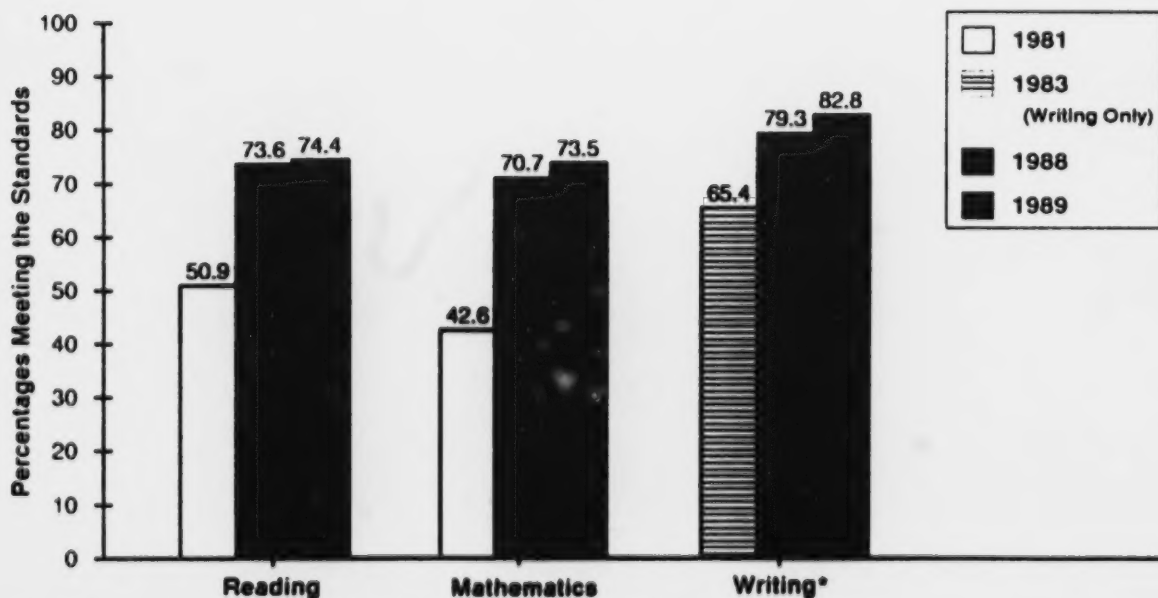
Grade 8

Figure 5 reflects the percentages of students in Grade 8 meeting the standards in reading, mathematics, and writing. Examination of all three areas reveals that the majority of students in Grade 8 met the standards. In 1989, 74.4%, 73.5%, and 82.8% of the students met the standards in reading, mathematics, and writing, respectively.

Across the years, the percentages of eighth graders meeting the standards in reading and mathematics have continued to move upward. While performance remained relatively stable in reading between 1988 and 1989, the percentage of students meeting the standard rose 2.8 percentage points in mathematics and 3.5 percentage points in writing.

The rise in mathematics scores between 1981 and 1989 has been the most dramatic with a gain of 30.9 percentage points. However, the increase in the percentage of students meeting the standard in reading has also been quite large, 23.5 percentage points. The performance of the eighth grade students in writing has improved 17.4 percentage points since 1983.

FIGURE 5
Percentages of Students Meeting the Standards, 1981, 1983, 1988, and 1989
Basic Skills Assessment Program
Grade 8



BSAP State Results

Exit Examination

The percentages of tenth grade students who met the subtest standards when they took the Exit Examination for the first time are represented in Figure 6 for 1986, 1987, 1988, and 1989. As shown in the bar graph below, 83.6% of the tenth graders taking the test for the first time in 1989 met the standard in reading, 81.4% in mathematics, and 79.1% in writing. In 1989, 66.1% of this group passed all three subtests.

Between 1988 and 1989, the percentages of these students meeting the standards increased in all areas. The greatest increase (5.6 percentage points) occurred in reading. There was a gain of 3.8 percentage points in mathematics, while performance in writing remained relatively stable. The percentage of tenth graders passing all three subtests of the Exit Examination on their first attempts increased 3.3 percentage points between 1988 and 1989. It should be noted that the first students directly affected by the results of the Exit Examination, those planning to graduate in the spring of 1990, first attempted the Examination in 1988 (as tenth graders).

Over the past four administrations (1986 to 1989), tenth grade students taking the Exit Examination for the first time have made gains on all three subtests. Increases of 11.2, 13.4, and 3.2 percentage points have occurred in reading, mathematics, and writing, respectively. The percentage of this group passing all three subtests has also risen, from 55.0% to 66.1%, an increase of 11.1 percentage points.

FIGURE 6
Percentages of 10th Grade Students
Meeting the Standards on the Exit Examination
in 1986, 1987, 1988, and 1989
First Attempt

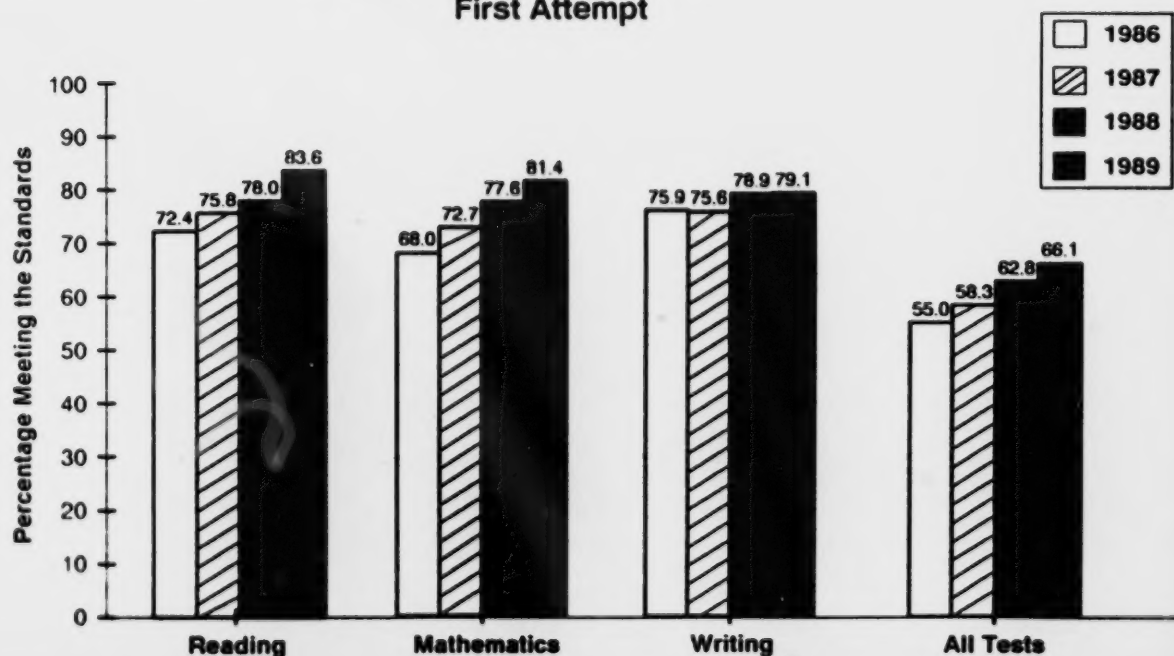
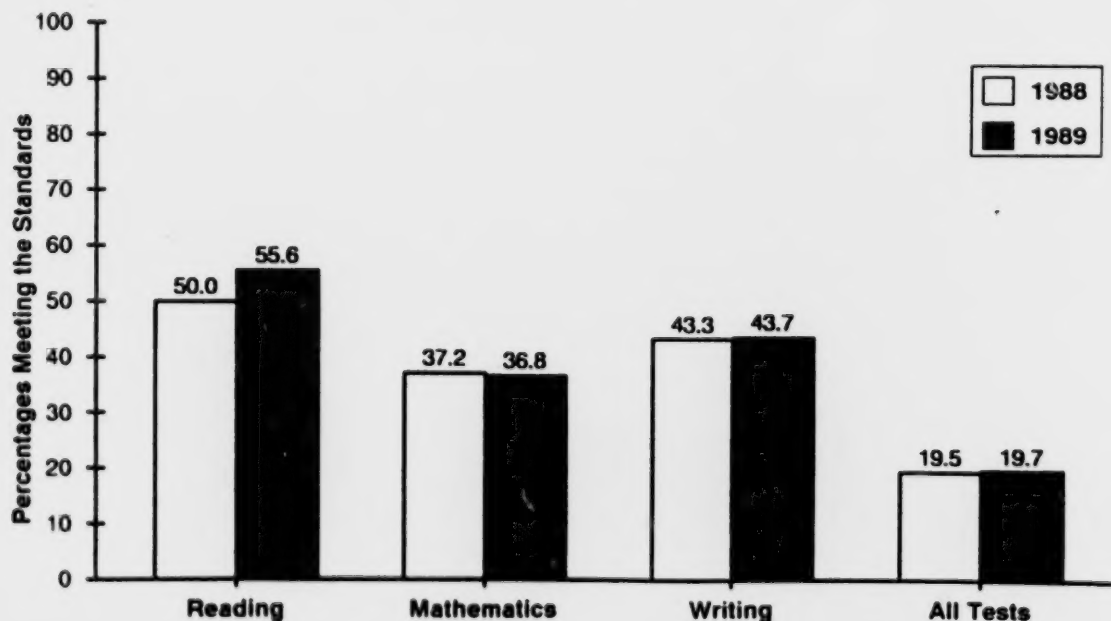


Figure 7 shows the percentages of Adult Education (AE) students who met the Exit Examination subtest standards on their first attempts. All AE students taking the Exit Examination for the first time in 1988 or 1989 are included in this analysis. Since the AE population is relatively small and subject to change, however, interpretation of the differences in AE scores between 1988 and 1989 should be addressed with some caution.

Between 1988 and 1989, the percentage of AE students who met the standard on the Exit Examination on their first attempt increased substantially in reading, from 50% to 55.6%. Meanwhile, performance in mathematics and writing remained essentially stable, as did the percentage of AE students who met the standard on all the tests.

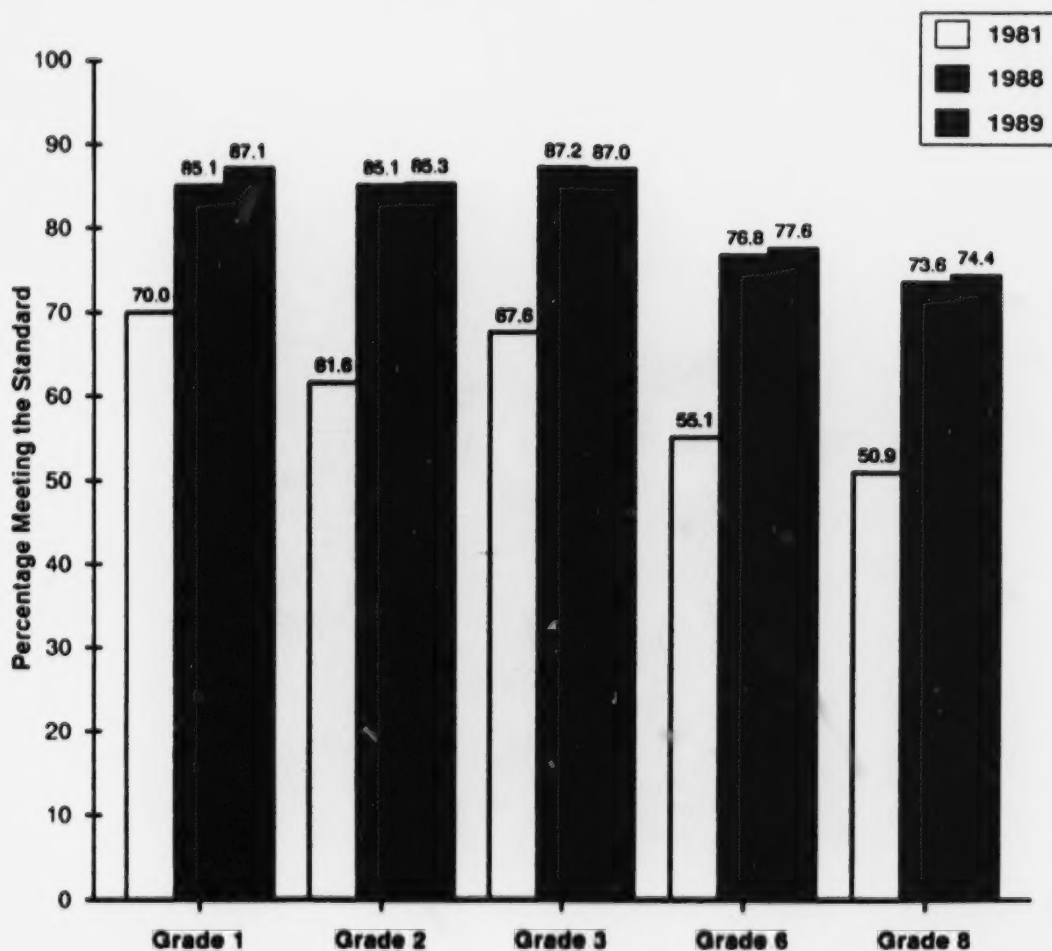
FIGURE 7
Percentages of Adult Education Students
Meeting the Standards on the Exit Examination
in 1988 and 1989
First Attempt



BSAP State Reading Results**1981, 1988, and 1989**

Figure 8 shows the percentages of students meeting the standards in reading for the baseline year (1981), 1988, and 1989. In 1989, performance in reading remained stable across the grades except for a notable gain of 2 percentage points in Grade 1. Reading performance has improved significantly for every grade during the last eight years.

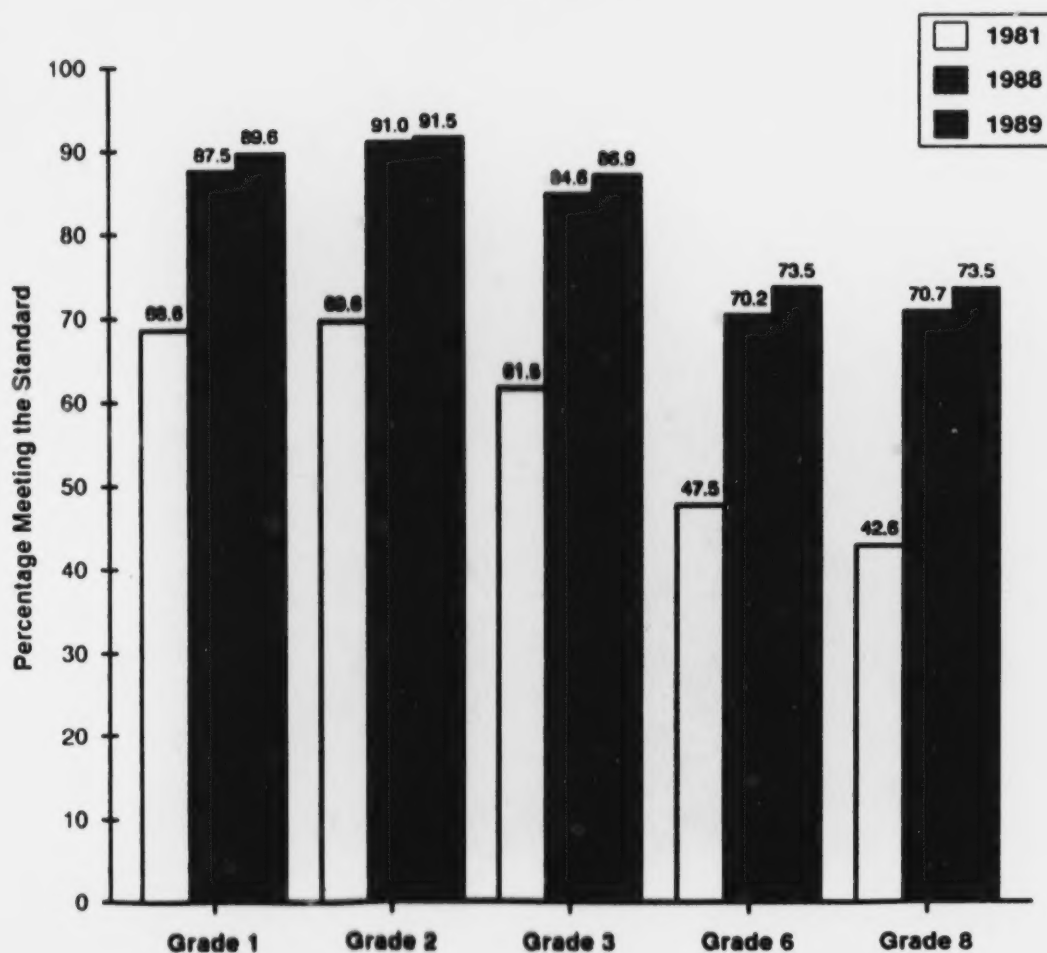
FIGURE 8
Percentage of Students Meeting the Standard in Reading
Basic Skills Assessment Program
1981, 1988, and 1989



BSAP State Mathematics Results**1981, 1988, and 1989**

Figure 9 shows the percentages of students meeting the standards in mathematics for 1981, 1988 and 1989. In mathematics, the percentages of students meeting the standards increased substantially for grades 1, 3, 6, and 8 between 1988 and 1989. Performance in mathematics has continually improved over the past eight years.

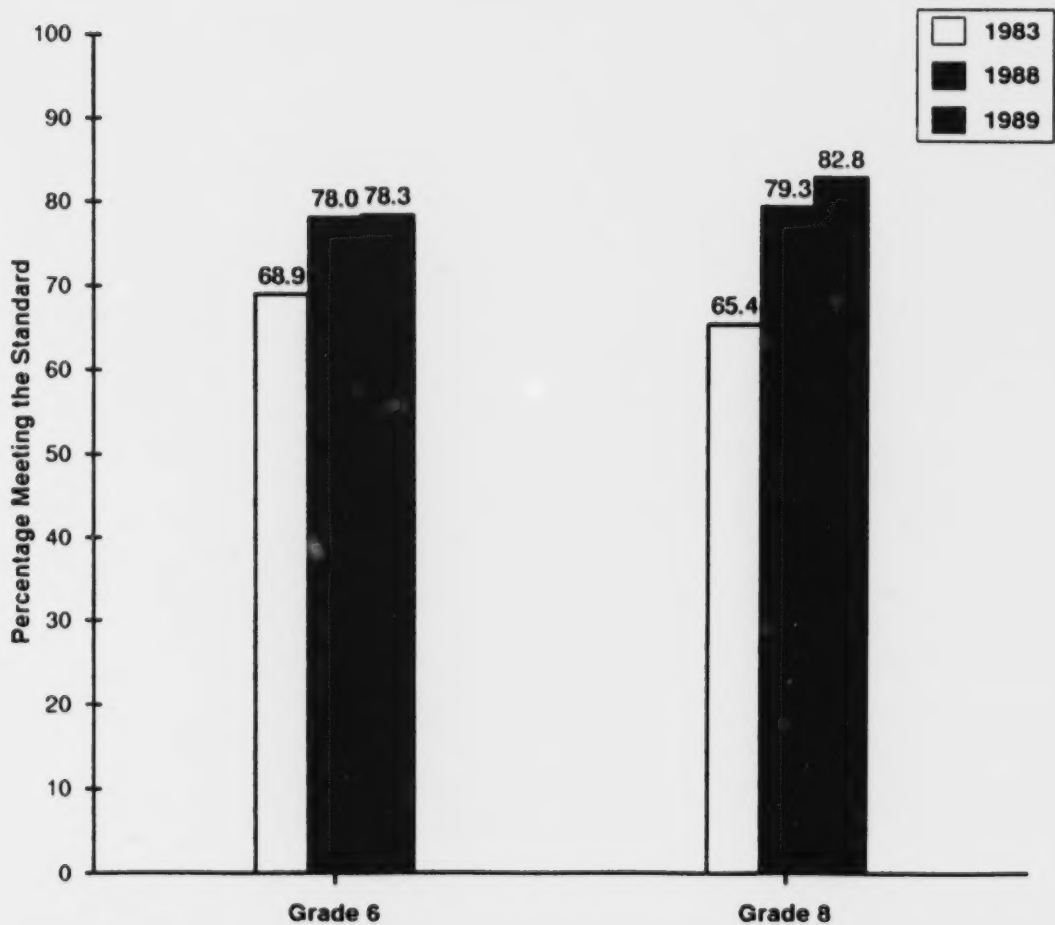
FIGURE 9
Percentage of Students Meeting the Standard in Mathematics
Basic Skills Assessment Program
1981, 1988, and 1989



BSAP State Writing Results**1983, 1988, and 1989**

Figure 10 shows the percentages of students meeting the standards in writing for 1983, 1988 and 1989. Between 1988 and 1989 performance in writing remained relatively stable in Grade 6, but increased almost four percentage points in Grade 8. In both grades, the 1989 percentages were above those of any previous year.

FIGURE 10
Percentage of Students Meeting the Standard in Writing
Basic Skills Assessment Program
1983, 1988, and 1989



District Results for Reading, Mathematics, and Writing

The BSAP test results by district across years are reported in detail in Appendix E for Grades 1, 2, 3, 6, and 8 and in Appendix F for the Exit Examination, Grade 10 (first attempt). In reviewing the results presented in the appendices, remember that test data constitute only one type of information that is used, in conjunction with other pieces of information, to evaluate educational quality. Other critical factors such as the entry characteristics of students, socioeconomic background, education of parents, etc., are strongly related to test scores. Hence, high test scores do not necessarily equate with high educational quality, just as low test scores do not always equate with poor educational quality. Within the confines of a single district, the characteristics of the student population are known and can be used by the district when evaluating its performance to determine program effectiveness. Thus, when interpreting the district data presented, consideration must be given to the inherent differences that exist among student populations served by individual districts. Comparisons of scores among schools and/or districts should not be made unless differences in the characteristics of students are accounted for in these comparisons.

Summary

For the fourth year, a clear majority of the students in Grades 1, 2, 3, 6, and 8 met the standards on BSAP Reading, Mathematics, and Writing Tests.

Over the past year, scores either increased or remained stable in reading, mathematics, and writing for all grades. Noteworthy gains in mathematics were reported for Grades 3, 6, and 8; and in both reading and mathematics for Grade 1. Meanwhile, the percentage of students meeting the standard in writing rose substantially for Grade 8.

Gains over the past eight years reflect the upward trend in scores in reading and mathematics. As of 1989, performance in Grade 8 mathematics has shown extraordinary improvement, almost 31 percentage points. Performance in writing has also improved over the past five years.

The State results of the BSAP Exit Examination were reported for the fourth time in 1989. This year 66.1% of the tenth graders attempting the Exit Examination for the first time passed all three of the subtests (reading, mathematics, and writing). The percentages of these students meeting the standards on the individual subtests were 83.6% in reading, 81.4% in mathematics, and 79.1% in writing.

Between 1988 and 1989, the percentages of tenth grade first attempters meeting the standards again increased dramatically for reading and mathematics. Gains of 5.6 and 3.8 percentage points were observed in reading and mathematics, respectively. Performance in writing remained stable between 1988 and 1989. Over the past year, there was also an increase of 3.3 percentage points in the proportion of this group passing the entire Exit Examination.

Of the Adult Education students making their first attempts on the Exit Examination this year, 19.7% passed all the subtests. The percentages meeting the standards on

the subtests were 55.6% in reading, 36.8% in mathematics, and 43.7% in writing. The proportion of this group passing the entire Exit Examination has remained essentially stable across this past year.

APPENDIX A

**1989 STATE DEMOGRAPHIC REPORTS
GRADES 1, 2, 3, 6, 8, and 10**

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE DEMOGRAPHIC REPORT

STATE COPY

GRADE: 1

SPRING 89

	MATHEMATICS								READING								
				PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT					
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL
SEX																	
MALE	28486	807	88.8	7.2	16.5	10.2	7.5	10.0	28450	809	84.4	9.0	12.7	13.9	8.8	17.4	15.6
FEMALE	26404	814	90.5	4.9	13.7	9.9	9.2	8.8	26394	834	90.1	5.6	9.2	8.6	5.5	11.7	11.6
UNKNOWN	217	810	89.9	5.1	16.6	8.8	11.1	7.4	217	815	86.6	7.4	7.8	14.3	8.3	16.1	14.3
ETHNICITY																	
WHITE	30280	828	94.3	4.4	11.2	6.4	5.2	5.0	30263	841	91.3	4.1	7.9	8.2	4.5	11.7	10.1
BLACK	24162	787	83.7	8.2	20.1	14.8	12.4	15.0	24133	796	81.9	11.5	15.0	15.4	10.7	18.5	18.2
HISPANIC	209	811	90.9	6.2	11.5	8.1	6.7	6.2	209	813	86.6	4.8	11.5	9.6	5.3	17.2	17.2
ASIAN-AMERICAN	296	837	96.3	4.4	6.4	4.7	4.4	4.1	295	845	94.2	3.4	6.4	4.7	4.1	6.8	7.1
AMERICAN INDIAN	59	799	86.4	10.2	18.6	13.6	6.8	8.5	59	802	81.4	13.6	18.6	16.9	10.2	15.3	20.3
UNKNOWN	101	803	87.1	5.0	21.8	9.9	11.9	9.9	102	811	82.4	10.8	10.8	20.6	11.8	12.7	17.6
LUNCH PROGRAM																	
NO F/R LUNCH	28193	830	94.8	3.7	10.4	5.7	5.3	5.2	28185	849	93.2	3.1	6.6	6.6	3.7	9.4	8.2
FREE LUNCH	22101	785	82.9	9.2	21.2	15.7	12.3	14.9	22068	787	79.3	12.9	16.7	17.5	11.8	21.4	20.8
REDUCED LUNCH	4395	808	90.1	5.2	15.2	9.7	8.5	9.1	4389	816	87.7	6.7	10.8	11.2	6.7	14.7	13.4
TOTAL F/R LUNCH	26496	34	84.1	8.6	20.2	14.7	11.7	13.9	26457	36	80.7	11.9	15.7	16.4	11.0	20.3	19.6
UNKNOWN	418	816	91.6	7.4	12.7	10.0	5.7	6.7	419	824	88.8	6.7	10.5	11.0	7.4	14.1	9.8
HANDICAPPED																	
HANDICAPPED	8075	777	79.6	12.0	24.0	18.2	11.9	17.8	8035	777	75.0	15.6	18.8	21.0	14.3	24.8	23.9
NOT HANDICAPPED	46779	816	91.4	5.1	13.6	8.7	7.7	8.0	46772	829	89.3	5.9	9.7	9.7	6.0	12.9	11.9
UNKNOWN	253	791	85.8	8.7	22.1	14.2	9.5	11.1	254	786	76.4	10.6	16.1	20.9	16.5	24.4	22.0
GIFTED&TALENTED																	
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
REPEATER																	
REPEATER	7684	816	93.1	4.2	10.1	8.5	8.0	7.7	7656	817	90.9	5.1	10.3	8.5	4.7	12.1	12.1
NON-REPEATER	45735	810	89.2	6.2	15.8	10.2	8.3	9.7	45721	823	86.7	7.6	11.0	11.7	7.5	14.9	13.8
UNGRADED	255	810	87.1	7.8	11.8	9.4	12.2	12.5	254	809	84.6	11.0	14.6	15.4	9.1	13.4	15.7
UNKNOWN	1433	791	86.1	10.7	20.3	14.2	9.6	10.5	1430	797	80.7	10.6	15.7	16.3	10.8	20.6	18.0
ALL STUDENTS	55107	810	89.6	6.1	15.1	10.1	8.4	9.4	55061	821	87.1	7.4	11.0	11.4	7.2	14.7	13.7

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SPRING 89

	MATHEMATICS									READING								
				PERCENT NEEDING IMPROVEMENT									PERCENT NEEDING IMPROVEMENT					
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS		NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL
SEX																		
MALE	24397	817	91.1	8.4	18.1	8.8	3.3	7.5	24339	790	81.3	13.4	13.6	20.8	9.0	17.9	17.9	
FEMALE	24100	823	91.9	6.8	14.0	8.6	2.4	7.8	24088	816	89.4	8.5	7.1	15.9	5.3	10.4	11.5	
UNKNOWN	183	802	86.9	10.4	24.0	9.8	3.3	11.5	182	784	81.3	13.2	14.8	20.3	6.2	22.0	19.2	
ETHNICITY																		
WHITE	27506	840	95.2	5.2	12.5	5.5	1.6	4.9	27455	825	89.5	7.5	7.9	12.4	4.7	10.7	10.7	
BLACK	20599	793	86.4	10.9	23.3	13.0	4.6	11.4	20581	774	79.6	15.7	13.7	26.4	10.5	18.9	20.1	
HISPANIC	168	820	95.8	6.0	13.7	8.3	1.8	9.5	166	799	86.7	13.9	8.4	16.3	7.2	16.3	18.1	
ASIAN-AMERICAN	260	848	95.4	2.7	9.2	5.4	1.9	4.2	260	832	92.7	4.2	4.6	10.4	1.5	5.8	10.8	
AMERICAN INDIAN	52	796	84.6	9.6	26.9	13.5	7.7	13.5	52	771	75.0	17.3	21.2	25.0	23.1	21.2	26.9	
UNKNOWN	95	793	84.2	15.8	24.2	11.6	4.2	11.6	95	789	81.1	9.5	14.7	23.2	11.6	17.9	18.9	
LUNCH PROGRAM																		
NO F/R LUNCH	26329	840	95.3	5.0	12.4	5.4	1.7	5.1	26297	829	91.1	6.3	6.7	11.5	3.9	9.1	9.4	
FREE LUNCH	18004	793	86.1	11.3	23.7	13.4	4.6	11.1	17969	768	77.1	17.6	15.6	27.9	11.9	21.3	22.2	
REDUCED LUNCH	3949	812	90.8	8.1	18.4	9.4	2.9	9.1	3944	792	84.1	11.6	10.8	20.7	7.3	15.4	16.0	
TOTAL F/R LUNCH	21953	341	86.9	10.7	22.7	12.7	4.3	10.7	21913	316	78.4	14.5	14.7	26.6	11.1	20.2	21.1	
UNKNOWN	370	817	90.2	10.1	18.3	8.0	4.0	7.8	379	795	84.5	12.8	11.5	19.0	6.8	13.3	19.0	
HANDICAPPED																		
HANDICAPPED	6181	784	81.9	14.4	25.7	16.4	6.3	13.1	6102	751	66.8	23.5	22.5	33.5	16.9	29.5	31.1	
NOT HANDICAPPED	42229	825	92.9	6.6	15.8	7.5	2.4	6.8	42236	811	86.0	9.1	8.6	16.2	5.7	11.9	12.3	
UNKNOWN	270	792	85.2	11.9	23.7	12.6	5.6	14.4	271	765	76.8	15.5	16.2	26.9	15.1	20.3	25.8	
GIFTED/TALENTED																		
GIFTED/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
REPEATER																		
REPEATER	2699	813	91.3	7.9	15.7	9.1	3.6	9.0	2687	771	79.8	14.8	14.0	24.2	9.6	20.1	20.5	
NON-REPEATER	45394	821	91.5	7.4	17.2	8.6	2.9	7.6	45338	805	85.7	10.7	10.0	18.0	7.8	13.8	14.3	
UNGRADED	59	763	74.6	23.7	27.1	32.2	10.2	20.3	59	701	47.5	44.1	37.3	55.9	40.7	47.5	50.8	
UNKNOWN	520	817	90.2	8.5	16.5	9.1	2.5	9.1	525	796	82.9	13.0	14.1	21.0	8.2	14.7	18.1	
ALL STUDENTS	48680	820	91.5	7.6	17.1	8.7	2.9	7.7	48609	803	85.3	11.0	10.3	18.4	7.2	14.2	14.7	

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SPRING 89

	MATHEMATICS									READING								
				PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT						
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	
SEX																		
MALE	24493	824	86.9	8.1	10.5	22.3	7.4	12.6	24422	795	84.3	8.5	16.5	9.5	17.0	17.7	14.4	
FEMALE	23830	824	86.9	7.4	6.7	27.3	7.0	15.4	23814	811	89.7	6.4	9.4	7.4	12.9	12.1	10.4	
UNKNOWN	185	789	78.4	13.0	23.2	28.1	9.7	17.3	185	779	80.5	9.2	21.6	11.4	22.2	20.5	18.4	
ETHNICITY																		
WHITE	27694	851	92.3	5.4	6.5	16.5	4.6	9.0	27646	826	91.9	4.4	9.0	4.6	10.6	10.7	9.6	
BLACK	20223	786	79.4	11.2	11.8	36.2	10.7	21.0	20185	771	80.1	11.6	18.5	13.9	21.0	20.9	16.3	
HISPANIC	144	826	86.8	5.6	9.7	22.2	9.0	15.3	144	792	86.8	7.6	16.0	8.3	18.8	16.0	9.7	
ASIAN-AMERICAN	290	872	93.8	3.1	3.4	14.8	4.8	7.2	290	824	92.8	4.8	6.2	4.5	8.6	9.7	11.0	
AMERICAN INDIAN	58	831	89.7	5.2	6.9	25.9	10.3	12.1	58	801	87.9	10.3	12.1	8.6	17.2	17.2	10.3	
UNKNOWN	99	789	77.8	12.1	20.2	26.3	8.1	15.2	98	770	78.6	9.2	21.4	13.3	20.4	23.5	21.4	
LUNCH PROGRAM																		
NO F/R LUNCH	26367	852	92.0	5.5	5.9	17.2	5.1	9.5	26339	828	92.8	4.0	8.4	4.2	9.9	9.8	9.0	
FREE LUNCH	17667	785	79.4	11.3	12.7	35.8	10.3	20.4	17617	767	78.4	12.4	19.8	14.9	22.5	22.3	17.6	
REDUCED LUNCH	4013	812	86.2	7.6	9.4	26.8	7.2	16.0	4007	792	86.2	8.4	13.4	8.6	15.6	16.6	12.7	
TOTAL F/R LUNCH	21680	329	80.7	10.6	12.0	34.1	9.8	19.6	21624	309	79.9	11.7	18.6	13.7	21.2	21.2	16.7	
UNKNOWN	461	828	86.6	7.6	10.6	21.0	6.9	13.0	458	808	86.5	7.6	13.5	9.0	14.4	17.2	12.0	
HANDICAPPED																		
HANDICAPPED	5398	768	72.9	15.3	17.8	38.6	13.1	23.8	5307	745	67.7	19.0	29.3	20.7	31.5	32.8	24.9	
NOT HANDICAPPED	42915	831	88.7	6.8	7.5	23.0	6.4	12.8	42921	810	89.4	6.0	11.0	7.0	12.9	12.7	10.9	
UNKNOWN	195	788	81.0	11.3	15.9	27.7	13.3	19.5	193	773	79.3	11.4	23.8	15.0	21.2	21.2	17.1	
GIFTED&TALENTED																		
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
REPEATER																		
REPEATER	1970	799	84.5	9.8	6.9	29.3	7.7	18.8	1959	765	79.7	12.1	19.2	13.6	21.9	23.3	18.2	
NON-REPEATER	45762	825	87.0	7.6	8.7	24.6	7.1	13.8	45691	804	87.3	7.2	12.7	8.2	14.7	14.6	12.2	
UNGRADED	205	802	78.5	17.1	16.6	24.4	14.6	14.6	203	782	77.3	14.8	19.2	10.3	18.2	23.2	20.2	
UNKNOWN	571	819	83.4	10.2	12.3	23.6	9.3	15.9	568	796	85.6	8.8	15.1	12.1	15.1	17.4	12.3	
ALL STUDENTS	48508	824	86.9	7.8	8.7	24.8	7.2	14.0	48421	803	87.0	7.4	13.0	8.5	15.0	15.0	12.4	

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SPRING 89

	MATHEMATICS								READING								WRITING							
				PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT					
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER TESTED	% ABOVE STD	HW	MC	WU	SF	CP
SEX																								
MALE	21013	763	73.4	32.1	30.4	20.3	15.3	19.0	22981	757	73.2	10.2	27.6	31.4	20.9	21.7	20.4	22943	71.5	0.0	80.2	82.0	69.5	39.9
FEMALE	22590	761	73.7	29.9	22.3	29.0	14.6	19.0	22593	778	82.2	7.6	19.5	27.5	14.1	14.2	12.9	22576	85.3	0.0	72.0	84.7	71.2	33.9
UNKNOWN	118	724	57.6	45.8	39.0	32.2	25.4	27.1	118	735	66.9	15.3	37.3	29.7	29.7	32.2	26.3	117	77.8	0.0	80.8	76.9	73.1	34.6
ETHNICITY																								
WHITE	26757	788	82.4	24.5	21.2	16.2	11.9	12.5	26755	790	84.5	6.2	18.6	22.0	13.1	13.8	11.7	26715	86.3	0.0	84.1	76.1	65.4	33.9
BLACK	18374	723	60.4	40.8	34.2	37.1	19.5	28.6	18350	735	67.5	12.8	30.8	40.6	24.2	24.4	24.1	18335	66.6	0.0	73.5	87.1	73.0	40.3
HISPANIC	142	748	67.6	30.3	33.1	28.9	19.7	21.8	140	752	76.4	13.6	28.6	31.4	15.7	19.3	21.4	140	77.9	3.2	83.9	77.4	58.1	32.3
ASIAN-AMERICAN	298	829	92.6	14.8	9.4	9.4	5.7	8.7	297	813	90.2	5.7	15.8	18.5	9.1	6.7	5.1	295	90.8	0.0	63.0	77.8	74.1	44.4
AMERICAN INDIAN	66	741	63.6	34.8	30.3	34.8	19.7	22.7	65	732	66.2	12.3	38.5	35.4	29.2	20.0	30.8	66	66.7	0.0	77.3	81.8	59.1	27.3
UNKNOWN	84	732	66.7	36.9	38.1	28.6	21.4	20.2	85	744	72.9	11.8	36.5	30.6	24.7	22.4	24.7	85	76.5	0.0	80.0	90.0	75.0	30.0
LUNCH PROGRAM																								
NO F/R LUNCH	26864	787	82.1	24.1	20.5	17.2	11.8	13.6	26856	791	85.4	5.7	18.0	21.4	12.8	12.9	10.9	26824	86.1	0.0	80.3	78.5	67.2	34.8
FREE LUNCH	14560	720	58.6	43.0	36.5	37.5	20.5	28.0	14542	727	64.3	14.4	33.3	43.2	25.9	26.9	26.8	14527	64.7	0.0	75.2	84.0	73.2	40.5
REDUCED LUNCH	3628	743	69.7	35.3	30.1	28.5	16.1	23.0	3623	750	73.8	10.5	26.1	34.8	19.4	20.6	19.2	3617	75.6	0.0	77.7	84.2	66.6	37.1
TOTAL F/R LUNCH	18188	174	60.8	41.4	35.2	35.7	19.7	27.0	18165	181	66.2	13.6	31.8	41.5	24.6	25.7	25.2	18144	66.8	0.0	75.6	85.7	72.2	40.0
UNKNOWN	669	771	77.7	30.0	23.6	19.6	14.6	17.9	671	766	76.8	9.7	23.5	31.3	20.0	19.1	17.6	669	78.3	0.0	78.6	82.8	57.2	31.0
HANDICAPPED																								
HANDICAPPED	3302	687	41.9	54.7	53.9	43.2	34.9	37.3	3246	687	42.2	26.4	53.2	54.8	42.5	43.0	44.3	3220	42.2	0.0	83.5	82.9	70.5	48.3
NOT HANDICAPPED	42044	768	76.1	29.1	24.2	23.1	13.3	17.8	42070	774	80.5	7.5	21.2	27.5	15.6	16.0	14.5	42037	81.2	0.0	76.0	82.9	70.0	35.5
UNKNOWN	375	729	63.7	44.5	33.1	32.3	21.9	24.8	376	737	67.8	14.1	29.5	36.2	25.3	26.1	26.3	379	70.2	0.0	75.2	82.3	71.7	35.4
GIFTED/TALENTED																								
GIFTED/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
REPEATER																								
REPEATER	1995	722	61.2	42.9	37.9	32.5	20.9	26.4	1988	723	61.2	12.1	34.2	43.8	27.4	29.9	30.0	1985	60.4	0.0	74.1	85.5	73.7	34.1
NON-REPEATER	43011	764	74.1	30.5	25.9	24.3	14.6	18.6	42991	770	78.5	8.7	23.0	28.8	17.0	17.4	16.0	42941	79.3	0.0	77.6	82.6	69.9	38.1
UNGRADED	79	706	51.9	49.4	49.4	36.7	29.1	34.2	76	706	51.3	27.6	42.1	46.1	40.8	32.9	42.1	74	54.8	0.0	65.6	84.4	65.6	43.8
UNKNOWN	636	764	75.6	31.3	25.8	21.4	15.9	19.8	637	762	75.0	9.7	27.8	32.3	20.1	19.5	19.3	636	74.5	0.0	78.4	87.0	67.3	35.2
ALL STUDENTS	45721	762	73.5	31.1	26.4	24.6	15.0	19.0	45492	767	77.6	8.9	23.6	29.5	17.6	18.0	16.7	45436	78.3	0.0	77.4	82.9	70.1	37.9

81/488

WRITING: Percent Needing Improvement is based only on the number of students who did not meet the standard, not on the total number of students taking the test.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE DEMOGRAPHIC REPORT

STATE COPY

GRADE: 8

SPRING 89

	MATHEMATICS								READING								WRITING							
				PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT					
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER TESTED	% ABOVE STD	HW	MC	WU	SF	CP
SEX																								
MALE	22065	755	73.0	25.1	19.3	21.3	20.8	29.0	22099	748	71.5	13.7	26.4	22.4	21.3	29.2	27.0	22046	77.0	0.0	83.2	86.1	74.0	44.9
FEMALE	21487	753	74.2	24.0	13.2	24.5	21.4	30.5	21508	756	77.4	13.6	20.0	22.4	16.2	21.5	19.2	21486	88.8	0.0	76.6	88.0	76.4	43.3
UNKNOWN	126	742	70.6	30.2	23.8	30.2	25.4	34.1	125	735	68.0	19.2	25.6	28.8	21.6	30.4	24.8	124	75.8	0.0	80.0	86.7	76.7	33.3
ETHNICITY																								
WHITE	25793	777	82.0	17.8	12.2	16.1	15.9	21.8	25820	772	82.0	8.5	19.7	16.7	13.5	19.6	17.2	25768	90.2	0.0	86.0	82.5	71.5	43.4
BLACK	17276	719	60.6	34.8	22.5	33.3	29.2	41.8	17304	721	62.9	21.3	28.6	31.0	26.5	34.1	32.2	17284	71.7	0.0	78.7	88.8	76.5	44.8
HISPANIC	137	756	74.5	21.2	16.1	20.4	23.4	27.7	136	739	69.9	20.6	26.5	19.9	22.8	29.4	25.0	136	82.4	0.0	75.0	83.3	70.8	62.5
ASIAN-AMERICAN	289	833	91.0	10.7	5.5	8.7	6.2	14.2	289	798	85.8	11.1	15.6	14.5	13.5	12.5	13.1	287	87.8	0.0	74.3	91.4	68.6	45.7
AMERICAN INDIAN	108	739	66.7	30.6	20.4	24.1	27.8	28.7	108	729	63.0	21.3	34.3	25.0	27.8	29.6	35.2	109	81.7	0.0	65.0	90.0	90.0	30.0
UNKNOWN	75	744	72.0	29.3	26.7	32.0	21.3	30.7	75	727	62.7	17.3	30.7	30.7	28.0	38.7	29.3	72	76.4	0.0	76.5	88.2	88.2	41.2
LUNCH PROGRAM																								
NO F/R LUNCH	28059	773	80.9	18.6	12.5	17.3	16.6	23.5	28074	771	82.0	8.9	19.0	16.8	13.9	19.5	17.1	28033	89.0	0.0	83.4	84.0	72.3	42.5
FREE LUNCH	12117	713	57.7	37.5	24.7	34.9	31.0	42.9	12158	712	58.0	23.9	31.9	34.4	29.3	38.0	36.0	12129	69.1	0.0	79.2	88.8	76.1	45.9
REDUCED LUNCH	2942	736	68.6	27.5	18.2	27.9	24.3	35.9	2941	736	70.1	16.2	26.6	26.4	20.7	29.0	27.4	2940	80.4	0.0	81.6	87.5	77.4	43.4
TOTAL F/R LUNCH	15059	54	59.9	38.6	23.4	33.5	29.7	41.5	15099	54	60.3	22.4	30.9	32.8	27.6	36.2	34.3	15069	71.3	0.0	79.6	88.6	75.2	45.6
UNKNOWN	560	755	72.7	29.1	17.3	21.8	19.5	25.5	559	743	70.8	17.0	30.8	22.5	20.6	31.7	26.8	554	80.9	0.0	78.3	88.7	86.8	44.3
HANDICAPPED																								
HANDICAPPED	2876	667	33.2	59.5	42.8	54.3	49.0	56.7	2885	659	29.0	40.3	59.4	52.5	50.7	65.0	62.3	2853	40.4	0.0	85.6	86.1	75.1	56.2
NOT HANDICAPPED	40448	760	76.6	21.9	14.3	20.6	19.1	27.7	40490	759	77.8	11.7	20.6	20.2	16.4	22.4	20.3	40449	85.9	0.0	79.7	86.9	74.6	40.8
UNKNOWN	354	711	54.8	40.1	27.4	37.6	32.5	37.0	357	713	57.1	24.1	32.8	32.2	28.0	42.0	34.5	354	75.4	0.0	83.9	90.8	79.3	46.0
GIFTED&TALENTED																								
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
REPEATER																								
REPEATER	1846	717	68.2	37.1	25.1	31.4	30.1	38.2	1853	714	58.6	20.7	31.1	33.2	29.5	38.1	36.9	1843	70.8	0.0	83.8	84.8	79.7	45.5
NON-REPEATER	41241	756	74.3	21.8	15.8	22.4	20.7	29.3	41291	754	75.3	13.2	22.8	21.8	18.2	24.6	22.4	41225	83.5	0.0	80.9	86.8	74.3	44.2
UNGRADED	63	620	12.7	87.3	58.7	76.2	63.5	73.0	62	639	19.4	45.2	47.7	62.9	66.1	69.4	72.6	64	26.6	0.0	87.2	91.5	68.1	51.1
UNKNOWN	528	754	68.6	34.8	18.9	25.2	22.3	28.2	526	735	65.8	18.4	28.7	25.7	20.5	34.8	29.1	524	78.4	0.0	79.4	92.0	82.3	41.6
ALL STUDENTS	43678	754	73.5	24.6	16.3	22.9	21.1	29.7	43732	752	74.4	13.7	23.2	22.4	18.8	25.4	23.2	43656	82.8	0.0	81.1	86.7	74.8	44.3

WRITING: Percent Needing Improvement is based only on the number of students who did not meet the standard, not on the total number of students taking the test.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE DEMOGRAPHIC REPORT

GRADE 10 - 1ST ATTEMPT

STATE COPY

GRADE: 10

ATTEMPT: 1
SPRING 89

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	MATHEMATICS								READING								WRITING							
				PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT					
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER TESTED	% ABOVE STD	HW	MC	WU	SF	CP
SEX																								
MALE	18818	783	82.4	22.6	19.5	18.5	13.0	13.5	18838	782	82.2	11.0	27.4	13.4	14.0	21.3	17.8	18792	75.3	0.0	81.8	88.3	63.0	32.6
FEMALE	19328	774	80.4	23.8	15.8	28.3	11.7	15.2	19316	790	84.9	7.4	21.1	13.0	10.8	20.7	15.8	19292	84.8	0.0	73.3	87.0	62.8	32.6
UNKNOWN	100	757	72.0	31.0	24.0	32.0	11.0	18.0	99	771	74.7	13.1	30.3	21.2	15.2	26.3	26.3	100	69.0	0.0	80.6	87.1	61.3	48.4
ETHNICITY																								
WHITE	23030	803	89.4	16.1	13.0	13.3	8.4	8.5	23029	813	91.2	5.2	18.1	7.2	7.4	13.7	10.3	23001	88.8	0.0	82.8	81.0	58.9	23.6
BLACK	14612	738	68.4	34.8	25.1	40.0	18.7	23.7	14616	743	71.5	15.9	34.0	22.8	20.2	32.9	26.4	14577	63.9	0.0	76.9	91.2	64.7	37.1
HISPANIC	130	769	78.5	26.2	21.5	20.8	11.5	15.4	132	789	84.1	8.3	15.2	9.8	16.7	17.4	12.9	131	79.4	0.0	77.8	66.7	70.4	29.6
ASIAN-AMERICAN	316	852	94.9	6.0	4.4	5.7	3.5	5.4	316	827	91.5	5.4	16.8	7.9	7.0	10.8	9.8	314	83.1	0.0	67.9	94.2	66.0	41.8
AMERICAN INDIAN	69	749	73.9	31.9	24.6	27.5	17.4	20.3	69	761	78.3	7.2	33.3	10.1	17.4	21.7	23.2	69	72.8	0.0	84.2	84.2	68.4	15.8
UNKNOWN	89	763	75.3	28.1	18.0	30.3	10.1	19.1	91	765	74.7	13.2	29.7	20.9	16.5	26.4	29.7	92	75.0	0.0	82.6	95.7	78.3	43.5
LUNCH PROGRAM																								
NO F/R LUNCH	28637	791	85.8	19.2	15.0	18.2	10.0	11.3	28637	801	88.4	6.8	20.3	9.4	9.3	16.6	12.9	28598	84.6	0.0	88.6	85.5	61.8	28.2
FREE LUNCH	7166	732	65.0	37.5	27.4	42.6	20.5	25.6	7166	733	66.4	18.3	37.8	26.3	23.2	36.7	30.1	7147	68.2	0.0	76.6	91.0	64.7	39.2
REDUCED LUNCH	1672	752	76.1	29.8	20.8	31.6	16.4	18.5	1675	752	75.6	13.8	32.1	18.7	17.1	28.7	24.3	1670	67.4	0.0	73.4	91.0	62.0	34.3
TOTAL F/R LUNCH	8838	736	67.1	36.1	26.1	40.5	19.8	24.3	8841	736	68.1	17.5	36.7	24.8	22.0	35.2	29.0	8817	61.8	0.0	76.1	91.0	64.3	38.4
UNKNOWN	771	775	79.2	25.8	19.8	23.6	13.7	15.7	775	783	82.1	9.0	25.0	14.8	13.8	22.3	17.7	777	78.2	0.0	80.8	84.6	62.1	33.1
HANDICAPPED																								
HANDICAPPED	1341	669	31.5	66.1	58.1	44.4	47.4	51.5	1343	663	30.2	43.9	67.2	50.1	52.3	68.4	84.4	1324	28.9	0.0	84.2	89.5	67.7	49.8
NOT HANDICAPPED	35834	783	83.4	21.5	16.1	21.9	11.0	12.8	35834	791	85.7	8.0	22.5	11.7	10.7	19.2	18.1	35781	81.1	0.0	77.9	87.6	62.3	30.4
UNKNOWN	1071	766	76.8	27.0	20.4	27.5	14.2	18.5	1076	772	80.4	11.4	27.0	16.0	15.7	24.0	17.8	1079	77.0	0.0	77.8	86.7	61.3	34.3
GIFTED&TALENTED																								
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
REPEATER																								
REPEATER	777	744	68.2	34.2	28.4	35.4	21.5	22.0	777	752	69.8	16.9	34.6	23.2	22.4	34.2	26.8	766	68.1	0.0	84.0	80.7	62.3	33.6
NON-REPEATER	36879	779	81.8	22.9	17.3	23.1	12.1	14.1	36883	787	84.0	9.1	23.9	12.9	12.1	20.6	16.2	36819	79.5	0.0	78.5	88.0	62.9	32.6
UNGRADED	11	639	9.1	63.6	72.7	72.7	81.8	81.8	11	654	36.4	54.5	54.5	63.6	63.6	63.6	63.6	10	20.0	0.0	75.0	87.5	75.0	37.5
UNKNOWN	579	759	73.7	30.4	22.8	30.6	16.6	20.2	582	763	75.9	11.9	29.9	17.7	16.5	28.2	22.9	589	72.8	0.0	77.5	90.6	62.5	34.6
ALL STUDENTS	38246	778	81.4	23.2	17.6	23.5	12.4	14.4	38253	786	83.6	9.3	24.2	13.2	12.3	21.0	16.4	38184	79.1	0.0	78.7	87.8	62.9	32.7

817488

WRITING: Percent Needing Improvement is based only on the number of students who did not meet the standard, not on the total number of students taking the test.

APPENDIX B

1989 GRADE SUMMARY REPORTS
GRADES 1, 2, 3, 6, 8, AND EXIT EXAMINATION

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

JULY STATE REPORT GRADE SUMMARY

STATE COPY

GRADE: 1

SPRING 89

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 227-911					READING STANDARD = 700 ON A STATE SCORE RANGE OF 371-960							
TOTAL NUMBER		55107					55061							
Above Standard	Percent Number	89.6 49399					87.1 47983							
Below Standard	Percent Number	10.4 5708					12.9 7078							
Mean (STATE)		810					821							
Median (STATE)		821					824							
Highest Score (STATE)		911					960							
Lowest Score (STATE)		391					371							
OBJECTIVE SUMMARY		MATHEMATICS					READING							
		CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE		
ALL STUDENTS		N=55107					N=55061							
Adequate	Percent Number		93.9 51751	84.9 46769	89.9 49558	91.6 50504	90.6 49913		92.6 51012	89.0 48979	88.6 48802	92.8 51077	85.3 46986	86.3 47534
Needing Improvement	Percent Number		6.1 3356	15.1 8338	10.1 5549	8.4 4603	9.4 5194		7.4 4049	11.0 6082	11.4 6259	7.2 3984	14.7 8075	13.7 7527
ABOVE STANDARD		N=49399					N=47983							
Adequate	Percent Number		97.5 48168	92.0 45439	94.9 46874	94.7 46801	96.6 47711		98.1 47059	94.9 45547	96.6 46374	98.5 47265	93.5 44887	94.0 46125
Needing Improvement	Percent Number		2.5 1231	8.0 3960	5.1 2525	5.3 2598	3.4 1688		1.9 924	5.1 2434	3.4 1609	1.5 718	6.5 3096	6.0 2888
BELOW STANDARD		N= 5708					N= 7078							
Adequate	Percent Number		62.8 3583	23.3 1330	47.0 2684	64.9 3703	38.6 2202		55.8 3953	48.5 3432	34.3 2428	83.9 3812	29.7 2099	34.0 2409
Needing Improvement	Percent Number		37.2 2125	76.7 4378	53.0 3024	35.1 2005	61.4 3506		44.2 3125	51.5 3646	65.7 4650	44.1 3266	70.3 4979	66.0 4669

817289

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

JULY STATE REPORT GRADE SUMMARY

STATE COPY

GRADE: 2

SPRING 89

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TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 178-927					READING STANDARD = 700 ON A STATE SCORE RANGE OF 306-942							
TOTAL NUMBER		48680					48609							
Above Standard	Percent Number	91.5 44529					85.3 41468							
Below Standard	Percent Number	8.5 4151					14.7 7141							
Mean (STATE)		820					803							
Median (STATE)		829					805							
Highest Score (STATE)		927					942							
Lowest Score (STATE)		404					425							
OBJECTIVE SUMMARY		MATHEMATICS					READING							
		CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE		
ALL STUDENTS		N=48680						N=48609						
Adequate	Percent Number		92.4 44977	82.9 40366	91.3 44446	97.1 47270	92.3 44946		89.0 43285	89.7 43580	81.6 39672	92.8 45128	85.8 41722	85.3 41444
Needing Improvement	Percent Number		7.6 3703	17.1 8314	8.7 4234	2.9 1410	7.7 3734		11.0 5324	10.3 5029	18.4 8937	7.2 3481	14.2 6887	14.7 7165
ABOVE STANDARD		N=44529						N=41468						
Adequate	Percent Number		96.1 42811	88.3 39316	95.1 42342	98.9 44029	96.4 42940		96.3 39953	98.1 40674	90.1 37382	98.1 40692	96.5 40001	95.5 39591
Needing Improvement	Percent Number		3.9 1718	11.7 5213	4.9 2187	1.1 500	3.6 1589		3.7 1515	1.9 794	9.9 4086	1.9 776	3.5 1467	4.5 1877
BELOW STANDARD		N= 4151						N= 7141						
Adequate	Percent Number		52.2 2166	25.3 1050	50.7 2104	78.1 3241	48.3 2006		46.7 3332	40.7 2906	32.1 2290	62.1 4436	24.1 1721	25.9 1853
Needing Improvement	Percent Number		47.8 1985	74.7 3101	49.3 2047	21.9 910	51.7 2145		53.3 3809	59.3 4235	67.9 4851	37.9 2705	75.9 5420	74.1 5288

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
JULY STATE REPORT
GRADE SUMMARY

STATE COPY
 GRADE: 3
 SPRING 89

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 189-1045					READING STANDARD = 700 ON A STATE SCORE RANGE OF 303-955					
TOTAL NUMBER		48508					48421					
Above Standard	Percent Number	84.9 42147					87.0 42103					
Below Standard	Percent Number	13.1 6361					13.0 6318					
Mean (STATE)		824					803					
Median (STATE)		814					801					
Highest Score (STATE)		1045					955					
Lowest Score (STATE)		391					416					
OBJECTIVE SUMMARY		MATHEMATICS					READING					
		CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
ALL STUDENTS		N=48508					N=48421					
Adequate	Percent Number		92.2 44735	91.3 44290	75.2 36495	92.8 45024	86.0 41712					
Needing Improvement	Percent Number		7.8 3773	8.7 4218	24.8 12013	7.2 3484	14.0 6796					
ABOVE STANDARD		N=42147					N=42103					
Adequate	Percent Number		96.9 40860	97.0 40871	83.8 35325	96.2 40536	92.9 39159					
Needing Improvement	Percent Number		3.1 1287	3.0 1276	16.2 6822	3.8 1611	7.1 2988					
BELOW STANDARD		N= 6361					N= 6318					
Adequate	Percent Number		60.9 3875	53.7 3419	18.4 1170	70.6 4488	40.1 2553					
Needing Improvement	Percent Number		39.1 2486	46.3 2942	81.6 5191	29.4 1873	59.9 3808					
								61.4 3879	35.7 2256	52.7 3330	39.6 2500	23.5 1487
								42.5 2683				
								38.6 2439	64.3 4062	47.3 2988	60.4 3818	76.5 4831
								57.5 3635				

817289

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
JULY STATE REPORT
GRADE SUMMARY

STATE COPY

GRADE: 6

SPRING 89

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TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 245-1082					READING STANDARD = 700 ON A STATE SCORE RANGE OF 249-1003						WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0 - 4				
TOTAL NUMBER		45721					45692						45636				
Above Standard	Percent Number	73.5 33619					77.6 35472						78.3 35746				
Below Standard	Percent Number	26.5 12102					22.4 10220						21.7 9890				
Mean (STATE)		762					767										
Median (STATE)		750					762										
Highest Score (STATE)		1085					1003						4.0				
Lowest Score (STATE)		338					345						0.0				
OBJECTIVE SUMMARY		MATHEMATICS					READING						WRITING				
		CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
ALL STUDENTS		N=45721					N=45692						N=45636				
Adequate	Percent Number		68.9 31522	73.6 33640	75.4 34458	85.0 38879	81.0 37021		91.1 41620	76.4 34918	70.5 32214	82.4 37661	82.0 37451	83.3 38051			
Needing Improvement	Percent Number		31.1 14199	26.4 12001	24.6 11263	15.0 6842	19.0 8700		8.9 4072	23.6 10774	29.5 13478	17.6 8031	18.0 8241	16.7 7641			
ABOVE STANDARD		N=33619					N=35472						N=35746				
Adequate	Percent Number		84.0 28255	88.3 29672	88.0 29592	94.4 31736	91.6 30802		97.2 34473	89.1 31588	84.0 29010	91.1 32327	94.1 33369	95.1 33742			
Needing Improvement	Percent Number		16.0 5364	11.7 3967	12.0 4027	5.6 1883	8.4 2817		2.8 999	10.9 3804	16.0 5642	8.9 3145	5.9 2103	4.9 1730			
BELOW STANDARD		N=12102					N=10220						N=9890				
Adequate	Percent Number		27.0 3267	32.8 3968	40.2 4886	59.0 7143	51.4 6219		69.9 7147	32.6 3330	23.5 2404	52.2 5334	39.9 4082	42.2 4309	100.0 9888	22.6 2232	17.1 1689
Needing Improvement	Percent Number		73.0 8835	67.2 8134	59.8 7236	41.0 4959	48.6 5883		30.1 3073	67.4 6890	76.5 7816	47.8 4886	60.1 6138	57.8 5911	0.0 2	77.4 7658	82.9 8201

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

JULY STATE REPORT
GRADE SUMMARY

STATE COPY

GRADE: 8

SPRING 89

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 324-1079					READING STANDARD = 700 ON A STATE SCORE RANGE OF 268-973						WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0 - 4				
TOTAL NUMBER		43678					43732						43656				
Above Standard	Percent Number	73.5 32125					74.4 32527						82.8 36148				
Below Standard	Percent Number	26.5 11553					25.6 11205						17.2 7508				
Mean (STATE)		754					752										
Median (STATE)		747					748										
Highest Score (STATE)		1079					973						4.0				
Lowest Score (STATE)		408					429						0.0				
OBJECTIVE SUMMARY		MATHEMATICS					READING						WRITING				
		CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
ALL STUDENTS		N=43678					N=43732						N=43656				
Adequate	Percent Number		75.4 32951	83.7 36544	77.1 33467	78.9 34446	70.3 30692		86.3 37758	76.8 33566	77.6 33935	81.2 35531	74.6 32624	76.8 33593			
Needing Improvement	Percent Number		24.6 10727	16.3 7114	22.9 10011	21.1 9232	29.7 12984		13.7 5974	23.2 10166	22.4 9797	18.8 8201	25.4 11108	23.2 10139			
ABOVE STANDARD		N=32125						N=32527							N=36148		
Adequate	Percent Number		91.8 29404	95.4 36639	92.0 29561	89.8 28044	83.7 26879		95.6 31094	90.0 29274	90.5 29426	91.8 29876	91.2 29659	91.6 29798			
Needing Improvement	Percent Number		8.2 2721	4.6 1486	8.0 2544	10.2 3281	16.3 5244		4.4 1433	10.0 3253	9.5 3101	8.2 2651	8.8 2868	8.4 2729			
BELOW STANDARD		N=11553						N=11205							N=7508		
Adequate	Percent Number		10.7 1547	51.3 5925	35.6 4186	48.5 5602	33.0 3813		59.5 6664	38.3 4292	40.2 4509	50.5 5655	26.5 2965	33.9 3795		100.0 7508	18.9 1419
Needing Improvement	Percent Number		69.3 8006	48.7 5628	64.5 7447	51.5 5951	67.0 7740		40.5 4541	61.7 6913	59.8 6696	49.5 5550	73.5 8240	66.1 7410		0.0 0	81.1 6089

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

JULY STATE REPORT
GRADE SUMMARY
GRADE 10 - 1ST ATTEMPT

STATE COPY

GRADE: 10
ATTEMPT: 1
SPRING 89

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TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 245-1084					READING STANDARD = 700 ON A STATE SCORE RANGE OF 134-1098					WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0 - 4								
TOTAL NUMBER		38246					38253					38184								
Above Standard	Percent Number	81.4 31114					83.6 31973					79.1 30220								
Below Standard	Percent Number	18.6 7132					16.4 6280					20.9 7964								
Mean (STATE)		778					786													
Median (STATE)		772					782													
Highest Score (STATE)		1084					1098					4.0								
Lowest Score (STATE)		328					323					0.0								
OBJECTIVE SUMMARY		MATHEMATICS					READING					WRITING								
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING		DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE		HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
ALL STUDENTS		N=38246						N=38253							N=38184					
Adequate	Percent Number		76.8 29357	82.4 31496	76.5 29258	87.6 33520	85.6 32754		90.7 34685	75.8 28985	86.8 33199	87.7 33530	79.8 30209	83.4 31920						
Needing Improvement	Percent Number		23.2 8889	17.6 6750	23.5 8988	12.4 4724	14.4 5490		9.3 3548	24.2 9248	13.2 5054	12.3 4723	21.0 8044	16.6 6333						
ABOVE STANDARD		N=31114						N=31973							N=30220					
Adequate	Percent Number		89.0 27706	92.9 28908	89.2 27744	95.8 29815	94.9 29526		96.7 30902	85.2 27248	96.1 30715	96.6 30248	98.5 28947	92.8 29675						
Needing Improvement	Percent Number		11.0 3408	7.1 2204	10.8 3370	4.2 1299	5.1 1588		3.3 1071	14.8 4725	3.9 1288	3.4 1733	1.5 3826	7.2 2298						
BELOW STANDARD		N= 7132						N= 6280							N= 7964					
Adequate	Percent Number		23.1 1651	36.3 2588	21.2 1514	51.9 3705	45.3 3230		60.2 3783	27.7 1737	39.6 2484	82.4 2298	88.1 1862	35.7 2245		100.0 7964	81.5 1699	32.2 970	37.1 2955	67.3 5361
Needing Improvement	Percent Number		76.9 5481	63.7 4544	78.8 5618	48.1 3427	54.7 3902		39.8 2497	72.3 4543	60.4 3796	17.6 2990	11.9 5018	64.3 4035		0.0 0	18.5 6265	67.8 6994	62.9 5889	32.7 2603

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**JULY STATE REPORT
GRADE SUMMARY
GRADES 11 & 12 - 1ST ATTEMPT**

GRADE: 11,12
ATTEMPT: 1
SPRING 89

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 245-1084					READING STANDARD = 700 ON A STATE SCORE RANGE OF 134-1098						WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0-4					
TOTAL NUMBER		2783					2757						2717					
Above Standard	Percent Number	74.9 2085					79.5 2193						75.8 2059					
Below Standard	Percent Number	25.1 698					20.5 564						24.2 658					
Mean (STATE)		762					776											
Median (STATE)		757					772											
Highest Score (STATE)		1084					1098						4.0					
Lowest Score (STATE)		501					393						0.0					
OBJECTIVE SUMMARY		MATHEMATICS					READING						WRITING					
		CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION	
ALL STUDENTS		N= 2783					N= 2757						N= 2717					
Adequate	Percent Number		71.0 1998	74.6 2076	71.1 1979	83.3 2318	82.5 2295		89.2 2459	70.5 1945	83.6 2305	83.0 2288	75.6 2084	79.5 2186				
Needing Improvement	Percent Number		28.2 785	25.4 707	28.9 804	16.7 465	17.5 488		10.8 298	29.5 812	16.4 452	17.0 469	24.4 673	20.7 571				
ABOVE STANDARD		N= 2085					N= 2193						N= 2059					
Adequate	Percent Number		88.2 1839	90.4 1885	87.3 1820	94.0 1976	94.7 1974		97.2 2152	82.9 1819	95.9 2104	92.9 2037	90.2 1978	91.8 2014				
Needing Improvement	Percent Number		11.8 244	9.6 200	12.7 265	5.2 109	5.3 111		2.8 61	17.1 374	4.1 89	7.1 156	9.8 215	8.2 179				
BELOW STANDARD		N= 698					N= 564						N= 658					
Adequate	Percent Number		88.2 159	87.4 191	82.8 159	49.0 342	46.0 321		58.0 327	22.3 126	35.6 201	44.5 251	18.8 106	30.5 172		99.7 654	82.3 147	14.3 94
Needing Improvement	Percent Number		11.8 539	12.6 507	17.2 539	51.0 354	54.0 377		42.0 237	77.7 438	64.4 363	55.5 313	81.2 458	69.5 392		0.3 2	17.7 511	85.7 544

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

JULY STATE REPORT
GRADE SUMMARY
ADULT ED - 1ST ATTEMPT

STATE COPY

GRADE: AE
ATTEMPT: 1
SPRING 89

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TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 245-1084					READING STANDARD = 700 ON A STATE SCORE RANGE OF 136-1098						WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0 - 4							
TOTAL NUMBER		936					942						953							
Above Standard	Percent Number	36.8 344					55.6 524						43.7 416							
Below Standard	Percent Number	63.2 592					44.4 418						56.3 537							
Mean (STATE)		673					711													
Median (STATE)		663					712													
Highest Score (STATE)		1084					1098						4.0							
Lowest Score (STATE)		328					426						0.0							
OBJECTIVE SUMMARY		MATHEMATICS					READING						WRITING							
		CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION			
ALL STUDENTS		N= 936					N= 942						N= 953							
Adequate	Percent Number		35.4 331	37.7 353	37.3 349	49.6 464	63.9 598		78.6 740	55.3 521	71.7 675	53.8 507	54.9 517	60.5 570						
Needing Improvement	Percent Number		64.6 605	62.3 583	62.7 587	50.4 472	36.1 338		21.4 202	44.7 421	28.3 267	46.2 435	45.1 425	39.5 372						
ABOVE STANDARD		N= 344					N= 524						N= 416							
Adequate	Percent Number		74.1 255	79.9 275	78.2 269	88.1 303	95.6 329		96.8 507	81.5 427	95.6 501	81.5 427	88.2 462	86.1 451						
Needing Improvement	Percent Number		25.9 89	20.1 69	21.8 75	11.9 41	4.4 15		3.2 17	18.5 97	4.4 23	18.5 97	11.8 62	13.9 73						
BELOW STANDARD		N= 592					N= 418						N= 537							
Adequate	Percent Number		12.8 76	13.2 78	13.5 80	27.2 161	45.4 269		55.7 233	22.5 94	41.6 174	19.1 80	13.2 55	28.5 119		99.6 535	21.6 116	20.5 110	36.1 194	64.2 345
Needing Improvement	Percent Number		87.2 516	86.8 514	86.5 512	72.8 431	54.6 323		44.3 185	77.5 324	58.4 244	80.9 338	86.8 363	71.5 299		0.4 2	78.4 421	79.5 427	63.9 343	35.8 192

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APPENDIX C
1989 EXIT EXAMINATION SUMMARIES

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

JULY STATE REPORT EXIT EXAMINATION SUMMARY TEST SUMMARY BY ATTEMPT

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EXIT EXAM
SPRING 89

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	GRADE 10			GRADE 11			GRADE 12			ADULT ED		
	NUMBER TESTED	ABOVE STD Number Percent	BELOW STD Number Percent	NUMBER TESTED	ABOVE STD Number Percent	BELOW STD Number Percent	NUMBER TESTED	ABOVE STD Number Percent	BELOW STD Number Percent	NUMBER TESTED	ABOVE STD Number Percent	BELOW STD Number Percent
TEST SUMMARY - FIRST ATTEMPT												
MATH	38,246	31,114 81.4	7,132 18.6	2,462	1,879 76.3	583 23.7	321	206 64.2	115 35.8	936	344 36.8	592 63.2
READING	38,253	31,973 83.6	6,280 16.4	2,449	1,986 81.1	463 18.9	308	207 67.2	101 32.8	942	524 55.6	418 44.4
WRITING	38,184	30,220 79.1	7,964 20.9	2,422	1,847 76.3	575 23.7	295	212 71.9	83 28.1	953	416 43.7	537 56.3
TEST SUMMARY - SECOND ATTEMPT												
MATH	1,225	519 42.4	706 57.6	6,130	3,307 53.9	2,823 46.1	451	128 28.4	323 71.6	344	71 20.6	273 79.4
READING	1,227	529 43.1	698 56.9	6,029	3,222 53.4	2,807 46.6	403	111 27.5	292 72.5	311	93 29.9	218 70.1
WRITING	1,112	396 35.6	716 64.4	6,034	2,717 45.0	3,317 55.0	413	137 33.2	276 66.8	325	87 26.8	238 73.2
TEST SUMMARY - THIRD ATTEMPT												
MATH	36	12 33.3	24 66.7	259	78 30.1	181 69.9	1,085	256 23.6	829 76.4	100	17 17.0	83 83.0
READING	35	10 28.6	25 71.4	259	79 30.5	180 69.5	1,046	202 19.3	844 80.7	79	15 19.0	64 81.0
WRITING	33	6 18.2	27 81.8	251	63 25.1	188 74.9	954	198 20.8	756 79.2	83	6 7.2	77 92.8
TEST SUMMARY - FOUR OR MORE ATTEMPTS												
MATH	6	2 33.3	4 66.7	13	2 15.4	11 84.6	1,948	460 23.6	1,488 76.4	22	1 4.5	21 95.5
READING	4	0 0.0	4 100.0	13	2 15.4	11 84.6	2,056	376 18.3	1,680 81.7	22	5 22.7	17 77.3
WRITING	3	1 33.3	2 66.7	13	2 15.4	11 84.6	1,834	331 18.0	1,503 82.0	24	4 16.7	20 83.3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

JULY STATE REPORT
EXIT EXAMINATION SUMMARY
COMBINATIONS OF TESTS PASSED - FIRST ATTEMPT

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TEST	GRADE 10		GRADE 11		GRADE 12		ADULT ED	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
MATH, READING, AND WRITING	25,400	66.1	1,452	56.6	152	38.8	207	19.7
READING AND WRITING ONLY	2,217	5.8	191	7.4	21	5.4	119	11.3
MATH AND WRITING ONLY	1,289	3.4	79	3.1	9	2.3	15	1.4
MATH AND READING ONLY	3,255	8.5	221	8.6	13	3.3	73	6.9
WRITING ONLY	1,314	3.4	125	4.9	30	7.7	75	7.1
READING ONLY	1,101	2.9	122	4.8	21	5.4	125	11.9
MATH ONLY	1,170	3.0	127	4.9	32	8.2	49	4.7
NO TESTS	2,666	6.9	249	9.7	114	29.1	389	37.0
TOTAL	38,412	100.0	2,566	100.0	392	100.0	1,052	100.0

APPENDIX D

**1989 STATE ITEM RESPONSE SUMMARY
READING AND MATHEMATICS
GRADES 1, 2, 3, 6, 8, and 10**

THE ITEM RESPONSE SUMMARY PROVIDES DESCRIPTIVE INFORMATION ABOUT SCHOOL, DISTRICT, AND STATEWIDE PERFORMANCE ON THE SPECIFIC ITEMS USED TO ASSESS A SUBSKILL. AS YOU REVIEW THE INDIVIDUAL ITEM DESCRIPTIONS, YOU WILL NOTE THAT THERE IS A POSSIBILITY THAT OTHER DISTINCT ITEM TYPES MAY BE ELIGIBLE TO ASSESS THE SAME SUBSKILL. CONSEQUENTLY, INTERPRETATION OF DATA SHOULD RELATE TO THE SPECIFIC NATURE OF THE ITEM TESTED AND NOT EXTEND TO THE SUBSKILL ASSESSED. FOR A COMPLETE LISTING OF ALL ELIGIBLE ITEM TYPES FOR A GIVEN SUBSKILL, REFER TO THE SKILL DIFFICULTY CHARTS IN TEACHING AND TESTING OUR BASIC SKILLS OBJECTIVES (TAT).

THE PERCENT OF STUDENTS RESPONDING CORRECTLY TO EACH ITEM IS PROVIDED AT THE SCHOOL, DISTRICT, AND STATE LEVELS. BY COMPARING PERFORMANCE AT THESE LEVELS, SPECIFIC AREAS OF RELATIVE STRENGTHS AND WEAKNESSES ON OBJECTIVES CAN BE DETERMINED.

SINCE THE BSAP HAS DESIGNED TO SAMPLE BEHAVIORS FOR EACH OBJECTIVE, THE REPORT DOES NOT PROVIDE COMPREHENSIVE DIAGNOSTIC INFORMATION. THE DISTRICT'S METHODS OF PROVIDING CONTINUOUS ASSESSMENT FOR EACH INDIVIDUAL STUDENT SHOULD BE UTILIZED TO GATHER THIS TYPE OF DIAGNOSTIC INFORMATION.

BELOW IS A LIST OF THE SUBSKILLS TESTED AND THE SUBSKILL CODES USED ON THIS REPORT.

DECODING AND WORD MEANING (DM) THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

TESTED AT GRADES:

- 1, 2, 3, 4, 8, EE **DM1. SIGHT RECOGNITION** - THE STUDENT CAN RECOGNIZE WORDS BY SIGHT.
- 1, 2, 3 **DM2. PHONETIC DECODING** - THE STUDENT CAN RECOGNIZE WORDS BY APPLYING PHONETIC RULES.
- 2, 3, 4, 8, EE **DM3. CONTEXTUAL WORD MEANING** - THE STUDENT CAN DETERMINE THE MEANINGS OF WORDS USED IN A SELECTION FROM THE CONTEXT OF THE SELECTION.
- 4, 8, EE **DM4. STRUCTURAL WORD MEANING** - THE STUDENT CAN DETERMINE THE MEANINGS OF WORDS IN A SELECTION BY APPLYING STRUCTURAL RULES.

DETAILS (DE) THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1, 2, 3, 4, 8, EE

MAIN IDEA (MI) THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

- 1, 2, 3 **MI1. RESTATED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE A VERBATIM STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS EXPLICITLY STATED IN A READING SELECTION.
- 1, 2, 3, 4, 8, EE **MI2. PARAPHRASED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE A PARAPHRASED STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS EXPLICITLY STATED IN A READING SELECTION.
- 1, 2, 3, 4, 8, EE **MI3. INFERRED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE AN INFERRED STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS NOT EXPLICITLY STATED IN A READING SELECTION.

REFERENCE USAGE (RE) THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

- 1, 2, 3, 4, 8, EE **RE1. SELECTING A REFERENCE SOURCE** - THE STUDENT CAN SELECT THE APPROPRIATE REFERENCE SOURCE FOR REQUESTED INFORMATION.
- 1, 2, 3, 4, 8, EE **RE2. USING A REFERENCE SOURCE** - THE STUDENT CAN USE A REFERENCE SOURCE TO FIND REQUESTED INFORMATION.

INFERENCE (IN) THE STUDENT CAN MAKE VALID DIFFERENCES ABOUT A READING SELECTION.

- 1, 2, 3, 4, 8, EE **IN1. MAKING COMPARISONS** - THE STUDENT CAN MAKE COMPARISONS BASED ON A READING SELECTION.
- 1, 2, 3, 4, 8, EE **IN2. DETERMINING CAUSE AND EFFECT** - THE STUDENT CAN DEDUCE CAUSES AND EFFECTS BASED ON A READING SELECTION.
- 1, 2, 3, 4, 8, EE **IN3. DRAFTING CONCLUSIONS** - THE STUDENT CAN DRAW CONCLUSIONS BASED ON A READING SELECTION.
- 1, 2, 3, 4, 8, EE **IN4. PREDICTING OUTCOMES** - THE STUDENT CAN PREDICT OUTCOMES BASED ON A READING SELECTION.

ANALYSIS OF LITERATURE (AL) THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

- 1, 2, 3, 4, 8, EE **AL1. NATURE OF INFORMATION** - THE STUDENT CAN DETERMINE THE NATURE OF THE INFORMATION PRESENTED IN A READING SELECTION.
- 1, 2, 3, 4, 8, EE **AL2. STRUCTURAL ELEMENTS** - THE STUDENT CAN DETERMINE THE STRUCTURAL ELEMENTS UTILIZED IN A READING SELECTION.
- 1, 2, 3, 4, 8, EE **AL3. RHETORICAL DEVICES** - THE STUDENT CAN DETERMINE THE RHETORICAL DEVICES UTILIZED IN A READING SELECTION.
- 8, EE **AL4. CRITICAL ANALYSIS** - THE STUDENT CAN DETERMINE RELATIONSHIPS BETWEEN STRUCTURAL ELEMENTS IN A READING SELECTION.

STATE TOTALS

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
JULY STATE ITEM RESPONSE SUMMARY
READINGSTATE COPY
GRADE: 1
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PAGE 1 OF 8

		STATE % RIGHT
DECODING AND WORD MEANING (DM): THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.		
1-DM1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD	96.4
2-DM1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD	96.0
3-DM1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD	94.3
4-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT SOUND	96.9
5-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING A COMMON WORD ENDING	93.1
6-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT DIGRAPH	88.2
DETAILS (DE): THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.		
1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHICH	87.1
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	77.9
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	76.8
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW	79.0
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MANY	79.5
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	64.3
MAIN IDEA (MI): THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.		
1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	93.3
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	85.6
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	90.7
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	87.2
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	84.0
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	81.8

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REFERENCE USAGE (RE):		
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.		
1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CALENDAR	97.2
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - TABLE OF CONTENTS	84.6
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - PICTURE DICTIONARY	86.8
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	92.0
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	92.3
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	90.0
INFERENCE (IN):		
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.		
1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	81.5
2-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	71.0
3-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	81.7
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	77.6
5-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	79.1
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	77.9
ANALYSIS OF LITERATURE (AL):		
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.		
1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	74.8
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	65.5
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	87.5
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - DESCRIPTION OF CHARACTER	73.0
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	78.7
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	69.2

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DECODING AND WORD MEANING (DW):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DW1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD	77.2
2-DW1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD	83.0
3-DW1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD	71.7
4-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT SOUND	82.4
5-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING A COMMON WORD ENDING	65.7
6-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT DIGRAPH	62.4

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHICH	64.4
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	34.0
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	43.2
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	33.4
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MANY	47.7
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	24.8

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	62.4
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	44.9
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	57.3
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	52.7
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	37.0
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	31.2

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REFERENCE USAGE (RE):

THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CALENDAR	85.3
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - TABLE OF CONTENTS	50.3
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - PICTURE DICTIONARY	59.3
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	56.7
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	57.4
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	53.3

INFERENCE (IN):

THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	44.9
2-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	28.6
3-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	34.7
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	25.9
5-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	36.1
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	24.2

ANALYSIS OF LITERATURE (AL):

THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	38.2
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	31.4
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	49.0
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - DESCRIPTION OF CHARACTER	24.6
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	34.9
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	28.8

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DECODING AND WORD MEANING (DW):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DW1	IDENTIFY A DEFINITION OF A GRADE 2 SIGHT WORD	96.4
2-DW1	IDENTIFY A DEFINITION OF A GRADE 2 SIGHT WORD	88.4
3-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING A COMMON WORD ENDING	99.1
4-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE FINAL CONSONANT DIGRAPH	98.5
5-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	85.3
6-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	85.2

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	94.2
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	91.8
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MANY	90.0
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	86.2
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHICH	80.9
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	72.3

MAIN IDEA (MI):

THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	91.8
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	76.1
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	86.0
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	86.0
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	79.5
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	54.4

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REFERENCE USAGE (RE): THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.	
1-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - MAP	93.7
2-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - PICTURE DICTIONARY	91.5
3-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	87.1
4-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	96.9
5-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	97.9
6-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	97.3
INFERENCE (IN): THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.	
1-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	82.6
2-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	90.6
3-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	85.6
4-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	89.5
5-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	80.6
6-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	78.9
ANALYSIS OF LITERATURE (AL): THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.	
1-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	88.1
2-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	85.4
3-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF PLOT	87.3
4-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF PLOT	86.0
5-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	82.6
6-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	70.8

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DECODING AND WORD MEANING (DM):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1	IDENTIFY A DEFINITION OF A GRADE 2 SIGHT WORD	79.5
2-DM1	IDENTIFY A DEFINITION OF A GRADE 2 SIGHT WORD	51.4
3-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING A COMMON WORD ENDING	97.0
4-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE FINAL CONSONANT DIGRAPH	95.1
5-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	54.6
6-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	52.6

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	71.5
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	63.8
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MANY	51.4
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	46.2
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHICH	36.5
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	42.3

MAIN IDEA (MI):

THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	69.8
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	53.5
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	50.5
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	53.6
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	43.1
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	18.6

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% RIGHTREFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - MAP	71.7
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - PICTURE DICTIONARY	65.0
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	61.2
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	83.0
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	87.9
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	88.6

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	29.1
2-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	51.0
3-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	46.0
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	51.1
5-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	37.5
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	41.1

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	53.1
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	41.5
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF PLOT	42.0
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF PLOT	43.2
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	54.1
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	31.4

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DECODING AND WORD MEANING (DM):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1	IDENTIFY A DEFINITION OF A GRADE 3 SIGHT WORD	95.9
2-DM1	IDENTIFY A DEFINITION OF A GRADE 3 SIGHT WORD	81.5
3-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE FINAL CONSONANT SOUND	98.7
4-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE FINAL CONSONANT SOUND	97.9
5-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	96.5
6-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	92.4

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	97.7
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	95.1
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	92.4
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	90.8
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	86.0
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	81.8

MAIN IDEA (MI):

THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	91.4
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	81.0
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	80.3
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	80.0
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	86.9
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	76.4

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REFERENCE USAGE (RE):

THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - DICTIONARY	94.6
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - ENCYCLOPEDIA	77.0
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	97.6
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	88.8
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	88.0
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CHART	89.3

INFERENCE (IN):

THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	74.9
2-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	84.6
3-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	90.1
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	78.2
5-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	86.1
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	82.6

ANALYSIS OF LITERATURE (AL):

THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	96.0
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	96.3
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - DESCRIPTION OF CHARACTER	86.7
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF PLOT	87.6
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	53.9
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	54.4

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DECODING AND WORD MEANING (DM):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1	IDENTIFY A DEFINITION OF A GRADE 3 SIGHT WORD	80.7
2-DM1	IDENTIFY A DEFINITION OF A GRADE 3 SIGHT WORD	44.7
3-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE FINAL CONSONANT SOUND	96.0
4-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE FINAL CONSONANT SOUND	93.7
5-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	82.0
6-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	69.6

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	87.8
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	72.8
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	65.3
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	58.2
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	64.1
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	37.8

MAIN IDEA (MI):

THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	63.2
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	47.2
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	45.0
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	33.4
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	45.8
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	29.5

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REFERENCE USAGE (RE):

THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - DICTIONARY	74.7
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - ENCYCLOPEDIA	33.9
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	87.8
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	67.5
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	76.9
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CHART	65.7

INFERENCE (IN):

THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	35.0
2-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	38.8
3-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	59.0
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	35.3
5-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	39.4
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	42.4

ANALYSIS OF LITERATURE (AL):

THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	77.5
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	77.7
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - DESCRIPTION OF CHARACTER	57.3
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF PLOT	47.5
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	34.9
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	24.6

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DECODING AND WORD MEANING (DM):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1	IDENTIFY A DEFINITION OF A GRADE 6 SIGHT WORD	88.5
2-DM1	IDENTIFY A DEFINITION OF A GRADE 6 SIGHT WORD	80.0
3-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	92.8
4-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	91.2
5-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	96.4
6-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	40.6

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	93.7
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	91.7
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	93.0
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	85.5
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW	73.7
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	67.9

MAIN IDEA (MI):

THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	76.8
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	64.4
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	76.8
4-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	88.2
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	69.3
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	46.2

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
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REFERENCE USAGE (RE): THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.	
1-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	88.5
2-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - INDEX	56.9
3-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - ENCYCLOPEDIA	97.6
4-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CHART	94.0
5-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CLASSIFIED ADS	94.3
6-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - INDEX	90.0
INFERENCE (IN): THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.	
1-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	72.3
2-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	68.9
3-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	53.0
4-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	61.9
5-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	85.0
6-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	74.2
ANALYSIS OF LITERATURE (AL): THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.	
1-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS AN OPINION	83.3
2-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS AN OPINION	76.6
3-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - CHARACTER	63.7
4-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	59.7
5-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	75.7
6-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	57.9

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DECODING AND WORD MEANING (DM):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1	IDENTIFY A DEFINITION OF A GRADE 6 SIGHT WORD	68.4
2-DM1	IDENTIFY A DEFINITION OF A GRADE 6 SIGHT WORD	60.8
3-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	60.9
4-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	77.9
5-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	88.9
6-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	25.1

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	60.8
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	72.8
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	76.9
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	64.2
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW	38.0
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	38.7

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	52.1
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	34.3
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	46.9
4-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	62.0
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	40.5
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	21.4

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REFERENCE USAGE (RE):

THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	69.9
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - INDEX	29.7
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - ENCYCLOPEDIA	91.5
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CHART	86.5
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CLASSIFIED ADS	84.3
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - INDEX	73.7

INFERENCE (IN):

THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	37.0
2-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	40.7
3-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	24.3
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	28.9
5-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	54.6
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	36.6

ANALYSIS OF LITERATURE (AL):

THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS AN OPINION	48.3
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS AN OPINION	41.4
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - CHARACTER	40.1
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	28.7
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	45.2
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	26.1

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DECODING AND WORD MEANING (DW): THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.	
1-DW1 IDENTIFY A DEFINITION OF A GRADE 8 SIGHT WORD	71.6
2-DW1 IDENTIFY A DEFINITION OF A GRADE 8 SIGHT WORD	61.1
3-DW3 IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	94.0
4-DW3 IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	94.1
5-DW4 IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	81.9
6-DW4 IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	78.4
DETAILS (DE): THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.	
1-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHO	96.9
2-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHAT	92.5
3-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHERE	93.2
4-DE0 COMPREHEND A DETAIL FROM A SELECTION - HOW	84.4
5-DE0 COMPREHEND A DETAIL FROM A SELECTION - HOW	77.9
6-DE0 COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	62.6
MAIN IDEA (MI): THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.	
1-MI2 SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	85.1
2-MI2 SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	69.7
3-MI2 SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	81.4
4-MI3 SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	71.4
5-MI3 SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	67.7
6-MI3 SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	72.1

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REFERENCE USAGE (RE): THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.	
1-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	94.4
2-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CLASSIFIED ADS	87.4
3-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE	94.3
4-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CLASSIFIED ADS	88.1
5-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	77.6
6-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	81.3
INFERENCE (IN): THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.	
1-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	72.8
2-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	85.8
3-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	75.2
4-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	70.9
5-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	77.1
6-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	57.0
ANALYSIS OF LITERATURE (AL): THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.	
1-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS AN OPINION	91.8
2-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS A FACT	68.5
3-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - PLOT	53.8
4-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	84.7
5-AL4 CRITICALLY ANALYZE THE SELECTION TO DETERMINE A CHARACTER TRAIT	83.8
6-AL4 CRITICALLY ANALYZE THE SELECTION TO DETERMINE MOOD	59.1

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DECODING AND WORD MEANING (DW):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DW1	IDENTIFY A DEFINITION OF A GRADE 8 SIGHT WORD	53.7
2-DW1	IDENTIFY A DEFINITION OF A GRADE 8 SIGHT WORD	42.6
3-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	81.4
4-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	84.9
5-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	53.1
6-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	58.3

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	91.3
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	78.7
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	81.2
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW	59.5
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW	50.4
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	36.9

MAIN IDEA (MI):

THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	64.8
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	47.0
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	56.2
4-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	52.4
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	43.9
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	48.7

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% RIGHTREFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	86.1
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CLASSIFIED ADS	69.9
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE	85.7
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CLASSIFIED ADS	74.4
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	58.3
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	59.5

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	45.0
2-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	60.4
3-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	38.4
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	38.1
5-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	40.2
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	36.2

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS AN OPINION	72.4
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS A FACT	40.6
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - PLOT	34.6
4-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	59.3
5-AL4	CRITICALLY ANALYZE THE SELECTION TO DETERMINE A CHARACTER TRAIT	60.5
6-AL4	CRITICALLY ANALYZE THE SELECTION TO DETERMINE MOOD	26.1

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DECODING AND WORD MEANING (DW):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DW1	IDENTIFY A DEFINITION OF A GRADE 9 SIGHT WORD	93.5
2-DW1	IDENTIFY A DEFINITION OF A GRADE 10 SIGHT WORD	77.4
3-DW1	IDENTIFY A DEFINITION OF A WORD FROM THE SUPPLEMENTAL LIST OF SPECIALIZED TERMS	65.3
4-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	98.2
5-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING A SYNONYM AS A CONTEXT CLUE	98.4
6-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	90.2
7-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	49.6
8-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	93.5
9-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - ROOT	59.7
10-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	43.5

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	97.5
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	95.8
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	95.6
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	95.6
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	91.9
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	92.5
7-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	98.1
8-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	88.2
9-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	76.0
10-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	72.1

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MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	95.2
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	82.2
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	86.0
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	77.8
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	87.7
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	76.5
7-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	78.5
8-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	71.9
9-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	64.4
10-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	52.5

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	98.4
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - ENCYCLOPEDIA	90.2
3-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - THESAURUS	90.0
4-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - READERS' GUIDE	89.5
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	97.3
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - BIBLIOGRAPHY	95.6
7-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	93.6
8-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - READERS' GUIDE	90.4
9-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	86.5
10-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - NEWSPAPER INDEX	59.1

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INFERENCE (IN):

THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	82.0
2-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	65.6
3-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	53.1
4-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	88.0
5-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	84.1
6-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	74.6
7-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	72.8
8-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	58.9
9-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	92.8
10-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	56.5

ANALYSIS OF LITERATURE (AL):

THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS A FACT	87.3
2-AL1	IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS AN OPINION	58.4
3-AL1	IDENTIFY A STATEMENT WHICH BEST DESCRIBES THE NATURE OF AN ARGUMENT PRESENTED	62.3
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - THEME	63.8
5-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	55.8
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - ALLITERATION	72.8
7-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	70.0
8-AL4	IDENTIFY A VALID ANALYSIS OF A SELECTION	72.5
9-AL4	IDENTIFY A VALID ANALYSIS OF A SELECTION	71.9
10-AL4	IDENTIFY A VALID ANALYSIS OF A SELECTION	59.5

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DECODING AND WORD MEANING (DW):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

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1-DW1	IDENTIFY A DEFINITION OF A GRADE 9 SIGHT WORD	87.4
2-DW1	IDENTIFY A DEFINITION OF A GRADE 10 SIGHT WORD	50.9
3-DW1	IDENTIFY A DEFINITION OF A WORD FROM THE SUPPLEMENTAL LIST OF SPECIALIZED TERMS	49.7
4-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	93.6
5-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING A SYNONYM AS A CONTEXT CLUE	95.1
6-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	72.5
7-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	29.7
8-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	86.4
9-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - ROOT	40.4
10-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	19.2

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	90.6
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	88.0
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	88.7
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	84.6
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	82.3
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	82.5
7-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	94.3
8-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	73.0
9-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	55.8
10-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	49.5

STATE TOTALS

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
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READING
GRADES 11 & 12 - 2ND, 3RD, AND 4 OR MORE ATTEMPTS

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GRADE: 11,12
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MAIN IDEA (MI):

THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	85.4
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	63.7
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	65.6
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	55.3
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	68.8
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	52.3
7-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	50.2
8-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	49.3
9-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	43.0
10-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	40.1

REFERENCE USAGE (RE):

THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	95.3
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - ENCYCLOPEDIA	80.3
3-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - THESAURUS	70.3
4-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - READERS' GUIDE	82.5
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	94.3
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - BIBLIOGRAPHY	89.7
7-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	84.8
8-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - READERS' GUIDE	79.3
9-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	76.0
10-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - NEWSPAPER INDEX	26.1

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STATE TOTALS

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
JULY STATE ITEM RESPONSE SUMMARY
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INFERENCE (IN): THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.	
1-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	64.0
2-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	37.4
3-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	25.8
4-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	60.3
5-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	57.0
6-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	48.2
7-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	42.9
8-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	35.8
9-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	78.4
10-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	31.8
ANALYSIS OF LITERATURE (AL): THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.	
1-AL1 IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS A FACT	68.1
2-AL1 IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS AN OPINION	37.9
3-AL1 IDENTIFY A STATEMENT WHICH BEST DESCRIBES THE NATURE OF AN ARGUMENT PRESENTED	41.2
4-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - THEME	41.2
5-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	35.1
6-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - ALLITERATION	56.3
7-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	46.3
8-AL4 IDENTIFY A VALID ANALYSIS OF A SELECTION	51.4
9-AL4 IDENTIFY A VALID ANALYSIS OF A SELECTION	44.4
10-AL4 IDENTIFY A VALID ANALYSIS OF A SELECTION	40.6

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DECODING AND WORD MEANING (DM):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1	IDENTIFY A DEFINITION OF A GRADE 9 SIGHT WORD	81.5
2-DM1	IDENTIFY A DEFINITION OF A GRADE 10 SIGHT WORD	43.1
3-DM1	IDENTIFY A DEFINITION OF A WORD FROM THE SUPPLEMENTAL LIST OF SPECIALIZED TERMS	40.3
4-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	91.0
5-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING A SYNONYM AS A CONTEXT CLUE	93.5
6-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	65.9
7-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	23.3
8-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	83.6
9-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - ROOT	36.4
10-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	13.4

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	86.9
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	83.4
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	84.4
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	77.1
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	76.5
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	75.5
7-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	91.9
8-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	65.1
9-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	47.1
10-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	38.8

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MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	79.7
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	55.3
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	56.7
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	44.8
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	59.9
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	41.7
7-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	37.5
8-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	39.7
9-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	35.3
10-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	31.9

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	93.4
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - ENCYCLOPEDIA	76.9
3-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - THESAURUS	61.7
4-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - READERS' GUIDE	75.5
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	92.2
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - BIBLIOGRAPHY	85.1
7-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	80.6
8-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - READERS' GUIDE	71.2
9-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	69.9
10-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - NEWSPAPER INDEX	20.0

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INFERENCE (IN):

THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

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1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	56.4
2-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	28.0
3-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	17.4
4-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	57.0
5-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	44.2
6-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	37.3
7-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	32.1
8-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	26.0
9-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	69.7
10-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	24.5

ANALYSIS OF LITERATURE (AL):

THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS A FACT	58.0
2-AL1	IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS AN OPINION	33.7
3-AL1	IDENTIFY A STATEMENT WHICH BEST DESCRIBES THE NATURE OF AN ARGUMENT PRESENTED	35.6
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - THEME	32.8
5-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	29.0
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - ALLITERATION	46.5
7-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	36.0
8-AL4	IDENTIFY A VALID ANALYSIS OF A SELECTION	42.2
9-AL4	IDENTIFY A VALID ANALYSIS OF A SELECTION	36.1
10-AL4	IDENTIFY A VALID ANALYSIS OF A SELECTION	34.6

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DECODING AND WORD MEANING (DM):	
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.	
1-DM1 IDENTIFY A DEFINITION OF A GRADE 9 SIGHT WORD	90.2
2-DM1 IDENTIFY A DEFINITION OF A GRADE 10 SIGHT WORD	87.4
3-DM1 IDENTIFY A DEFINITION OF A WORD FROM THE SUPPLEMENTAL LIST OF SPECIALIZED TERMS	66.5
4-DM3 IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	90.4
5-DM3 IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING A SYNONYM AS A CONTEXT CLUE	92.8
6-DM3 IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	79.5
7-DM3 IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	31.5
8-DM4 IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	78.2
9-DM4 IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - ROOT	37.5
10-DM4 IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	25.7
DETAILS (DE):	
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.	
1-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHO	88.8
2-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHO	86.0
3-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHEN	88.0
4-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHY	84.6
5-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHERE	81.2
6-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHY	75.8
7-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHEN	93.8
8-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHERE	73.3
9-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHERE	67.4
10-DE0 COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	48.8

STATE TOTALS

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
JULY STATE ITEM RESPONSE SUMMARY
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	STATE % RIGHT
MAIN IDEA (MI): THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.	
1-MI2 SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	85.3
2-MI2 SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	68.4
3-MI2 SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	65.7
4-MI2 SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	59.7
5-MI3 SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	75.5
6-MI3 SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	55.2
7-MI3 SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	57.6
8-MI3' SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	60.0
9-MI3 SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	51.6
10-MI3 SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	47.7
REFERENCE USAGE (RE): THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.	
1-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	84.3
2-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - ENCYCLOPEDIA	77.5
3-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - THESAURUS	49.2
4-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - READERS' GUIDE	66.8
5-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	88.1
6-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - BIBLIOGRAPHY	85.2
7-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	78.8
8-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - READERS' GUIDE	72.9
9-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	68.2
10-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - NEWSPAPER INDEX	38.3

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INFERENCE (IN):	
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.	
1-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	65.0
2-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	42.3
3-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	30.6
4-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	64.5
5-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	62.2
6-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	55.7
7-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	47.4
8-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	43.1
9-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	80.4
10-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	43.9

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1 IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS A FACT	69.1
2-AL1 IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS AN OPINION	52.7
3-AL1 IDENTIFY A STATEMENT WHICH BEST DESCRIBES THE NATURE OF AN ARGUMENT PRESENTED	47.9
4-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - THEME	39.0
5-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	31.5
6-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - ALLITERATION	51.2
7-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	41.9
8-AL4 IDENTIFY A VALID ANALYSIS OF A SELECTION	62.5
9-AL4 IDENTIFY A VALID ANALYSIS OF A SELECTION	54.1
10-AL4 IDENTIFY A VALID ANALYSIS OF A SELECTION	35.5

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
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DECODING AND WORD MEANING (DM):

THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1	IDENTIFY A DEFINITION OF A GRADE 9 SIGHT WORD	84.8
2-DM1	IDENTIFY A DEFINITION OF A GRADE 10 SIGHT WORD	41.4
3-DM1	IDENTIFY A DEFINITION OF A WORD FROM THE SUPPLEMENTAL LIST OF SPECIALIZED TERMS	50.5
4-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	83.3
5-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING A SYNONYM AS A CONTEXT CLUE	89.1
6-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	68.2
7-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLUE	18.5
8-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	69.5
9-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - ROOT	29.3
10-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	15.6

DETAILS (DE):

THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	79.2
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	76.0
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	80.6
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	71.4
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	70.3
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	62.9
7-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	89.1
8-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	56.9
9-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	51.7
10-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	30.8

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MAIN IDEA (MI):

THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	74.1
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	52.2
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	52.3
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	43.4
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	62.3
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	37.4
7-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	37.9
8-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	45.6
9-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	36.3
10-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	39.2

REFERENCE USAGE (RE):

THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	74.9
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - ENCYCLOPEDIA	45.8
3-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - THESAURUS	29.3
4-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - READERS' GUIDE	58.2
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	81.7
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - BIBLIOGRAPHY	75.6
7-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	67.1
8-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - READERS' GUIDE	58.3
9-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	55.1
10-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - NEWSPAPER INDEX	22.2

STATE TOTALS

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
JULY STATE ITEM RESPONSE SUMMARY
BELOW STANDARD STUDENTS
READING
ADULT ED - ALL ATTEMPTS

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INFERENCE (IN):

THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	47.7
2-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	24.7
3-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	18.0
4-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	44.1
5-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	40.7
6-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	36.4
7-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	26.8
8-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	25.2
9-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	66.1
10-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	29.1

ANALYSIS OF LITERATURE (AL):

THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS A FACT	53.6
2-AL1	IDENTIFY A STATEMENT IN WHICH THE NATURE OF INFORMATION IS AN OPINION	38.4
3-AL1	IDENTIFY A STATEMENT WHICH BEST DESCRIBES THE NATURE OF AN ARGUMENT PRESENTED	34.4
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - THEME	26.5
5-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	26.4
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - ALLITERATION	37.2
7-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	30.1
8-AL4	IDENTIFY A VALID ANALYSIS OF A SELECTION	46.0
9-AL4	IDENTIFY A VALID ANALYSIS OF A SELECTION	33.5
10-AL4	IDENTIFY A VALID ANALYSIS OF A SELECTION	26.5

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THE ITEM RESPONSE SUMMARY PROVIDES DESCRIPTIVE INFORMATION ABOUT SCHOOL, DISTRICT, AND STATEWIDE PERFORMANCE ON THE SPECIFIC ITEMS USED TO ASSESS A SUBSKILL. AS YOU REVIEW THE INDIVIDUAL ITEM DESCRIPTIONS, YOU WILL NOTE THAT THERE IS A POSSIBILITY THAT OTHER DISTINCT ITEM TYPES MAY BE ELIGIBLE TO ASSESS THE SAME SUBSKILL. CONSEQUENTLY, INTERPRETATION OF DATA SHOULD RELATE TO THE SPECIFIC NATURE OF THE ITEM TESTED AND NOT EXTEND TO THE SUBSKILL ASSESSED. FOR A COMPLETE LISTING OF ALL ELIGIBLE ITEM TYPES FOR A GIVEN SUBSKILL, REFER TO THE SKILL DIFFICULTY CHARTS IN TEACHING AND TESTING OUR BASIC SKILLS OBJECTIVES (TAT).

THE PERCENT OF STUDENTS RESPONDING CORRECTLY TO EACH ITEM IS PROVIDED AT THE SCHOOL, DISTRICT, AND STATE LEVELS. BY COMPARING PERFORMANCE AT THESE LEVELS, SPECIFIC AREAS OF RELATIVE STRENGTHS AND WEAKNESSES ON OBJECTIVES CAN BE DETERMINED.

SINCE THE BSAP HAS DESIGNED TO SAMPLE BEHAVIORS FOR EACH OBJECTIVE, THE REPORT DOES NOT PROVIDE COMPREHENSIVE DIAGNOSTIC INFORMATION. THE DISTRICT'S METHODS OF PROVIDING CONTINUOUS ASSESSMENT FOR EACH INDIVIDUAL STUDENT SHOULD BE UTILIZED TO GATHER THIS TYPE OF DIAGNOSTIC INFORMATION.

BELOW IS A LIST OF THE SUBSKILLS TESTED AND THE SUBSKILL CODES USED ON THIS REPORT.

CONCEPTS (CH) THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

TESTED AT GRADES:

- | | |
|-------------------|---|
| 1, 2, 3 | CH1. COUNTING - THE STUDENT CAN COUNT. |
| 1, 2, 3, 4, 8, EE | CH2. IDENTIFYING EQUIVALENCIES - THE STUDENT CAN IDENTIFY EQUIVALENT WAYS OF EXPRESSING THE SAME NUMERICAL QUANTITY. |
| 1, 2, 3, 4, 8, EE | CH3. ESTABLISHING RELATIONSHIPS - THE STUDENT CAN ESTABLISH RELATIONSHIPS BETWEEN NUMERICAL EQUALITIES. |
| 1, 2, 3, 4, 8, EE | CH4. DETERMINING PLACE VALUE - THE STUDENT CAN DETERMINE THE PLACE VALUE OF NUMERICAL QUANTITIES. |
| 2, 3, 4, 8, EE | CH5. INTERPRETING TABLES AND GRAPHS - THE STUDENT CAN EXTRACT AND INTERPRET INFORMATION FROM TABLES AND GRAPHS. |
| EE | CH6. RECOGNIZING SQUARE ROOTS - THE STUDENT CAN RECOGNIZE COMMON SQUARE ROOTS. |
| EE | CH7. USING FORMULAS - THE STUDENT CAN APPLY FORMULAS. |

OPERATIONS (OP) THE STUDENT CAN COMPUTE ACCURATELY.

- | | |
|-------------------|---|
| 1, 2, 3, 4, 8, EE | OP1. ADDITION - THE STUDENT CAN ADD ACCURATELY. |
| 1, 2, 3, 4, 8, EE | OP2. SUBTRACTION - THE STUDENT CAN SUBTRACT ACCURATELY. |
| 3, 4, 8, EE | OP3. MULTIPLICATION - THE STUDENT CAN MULTIPLY ACCURATELY. |
| 3, 4, 8, EE | OP4. DIVISION - THE STUDENT CAN DIVIDE ACCURATELY. |

MEASUREMENT (ME) THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

- | | |
|-------------------|--|
| 1, 2, 3, 4, 8, EE | ME1. IDENTIFYING UNITS OF MEASUREMENTS - THE STUDENT CAN DETERMINE THE APPROPRIATE TYPE OF MEASUREMENT AND SELECT THE APPROPRIATE UNITS OF MEASUREMENT WITHIN A GIVEN MEASUREMENT SYSTEM. |
| 3, 4, 8, EE | ME2. ESTIMATION - THE STUDENT CAN ESTIMATE MEASURABLE QUANTITIES WITHIN A GIVEN MEASUREMENT SYSTEM. |
| 1, 2, 3, 8, EE | ME3. USING MEASURING DEVICES - THE STUDENT CAN READ AND INTERPRET INFORMATION BY USING A MEASURING DEVICE WITHIN A GIVEN MEASUREMENT SYSTEM. |
| 3, 4, 8, EE | ME4. CONVERSIONS AND OPERATIONS - THE STUDENT CAN MAKE NECESSARY CONVERSIONS USING UNITS OF MEASUREMENT WITHIN A GIVEN MEASUREMENT SYSTEM AND CAN PERFORM CALCULATIONS WHICH MAY INVOLVE CONVERSIONS. |
| 4, 8, EE | ME5. SCALE DRAWINGS - THE STUDENT CAN READ, INTERPRET, AND CONSTRUCT SCALE DRAWINGS WITHIN A GIVEN MEASUREMENT SYSTEM. |

GEOMETRY (GE) THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

- | | |
|----------------|--|
| 1, 2, 3, 4, 8 | GE1. IDENTIFICATION - THE STUDENT CAN IDENTIFY GEOMETRIC REPRESENTATIONS THROUGH THE USE OF THEIR PROPERTIES. |
| 1, 2, 3, 8, EE | GE2. COMPARISON - THE STUDENT CAN COMPARE GEOMETRIC REPRESENTATIONS THROUGH THE USE OF THEIR PROPERTIES. |
| 4, 8, EE | GE3. APPLICATION - THE STUDENT CAN APPLY GEOMETRIC CONCEPTS TO DETERMINE THE PERIMETER, AREA, OR VOLUME OF GEOMETRIC REPRESENTATIONS. |

PROBLEM SOLVING (PS) THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

- | | |
|-------------------|--|
| 1, 2, 3, 4, 8, EE | |
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PAGE 3 OF 8CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

	STATE % RIGHT
1-CN1 COUNT NUMBER OF OBJECTS PICTURED	94.2
2-CN2 IDENTIFY 1-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	97.3
3-CN2 IDENTIFY 1-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	97.2
4-CN3 DETERMINE TWO EQUIVALENT SETS BY MATCHING OBJECTS	95.5
5-CN4 USE PLACE VALUE TO MATCH 2-DIGIT NUMBER TO GIVEN EXPANDED FORM	97.2
6-CN4 USE PLACE VALUE TO IDENTIFY DIGIT IN ONE'S PLACE	83.2

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1 ADD (VERT.): 2-DIGIT + 2-DIGIT, WHOLE NUMBERS, NO REGROUPING	93.1
2-OP1 ADD (HORIZ.): 1-DIGIT + 1-DIGIT, WHOLE NUMBERS, BASIC FACT < 10	88.8
3-OP1 ADD (VERT.): 2-DIGIT + 1-DIGIT, WHOLE NUMBERS, NO REGROUPING	83.9
4-OP2 SUBTRACT (VERT.): 1-DIGIT - 1-DIGIT, WHOLE NUMBERS, BASIC FACT < 10	96.2
5-OP2 SUBTRACT (VERT.): 1-DIGIT - 1-DIGIT, WHOLE NUMBERS, BASIC FACT < 10	93.3
6-OP2 SUBTRACT (VERT.): 2-DIGIT - 2-DIGIT, WHOLE NUMBERS, NO REGROUPING	81.4

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1 SELECT THE APPROPRIATE INSTRUMENT TO MEASURE TEMPERATURE	97.6
2-ME1 RECOGNIZE THE COIN OF A GIVEN VALUE	93.1
3-ME1 RECOGNIZE THE PICTURE WHICH DEPICTS A GIVEN SEASON	88.8
4-ME1 RECOGNIZE THE MONTH WHICH FOLLOWS A GIVEN MONTH	77.5
5-ME3 READ THE CLOCK TO DETERMINE TIME TO THE HOUR	99.3
6-ME3 READ THE CLOCK TO DETERMINE TIME TO THE HOUR	93.6

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GEOMETRY (GE):		
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.		
1-GE1	RECOGNIZE A TRIANGLE	99.1
2-GE1	RECOGNIZE A SQUARE	94.9
3-GE1	RECOGNIZE A CLOSED CURVE	95.7
4-GE2	COMPARE SIZES OF OBJECTS TO FIND SMALLEST	96.4
5-GE2	COMPARE SIZES OF OBJECTS TO FIND LARGEST	91.2
6-GE2	COMPARE SIZES OF OBJECTS TO FIND LARGEST	91.4
PROBLEM SOLVING (PS):		
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.		
1-PS0	SOLVE A PROBLEM: ADDITION, SUM < 10	95.5
2-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10	93.5
3-PS0	SOLVE A PROBLEM: ADDITION, SUM < 10	95.4
4-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10	92.3
5-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10	94.2
6-PS0	SOLVE A PROBLEM: ADDITION, SUM < 10	88.8

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CONCEPTS (CN):

THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

		STATE BELOW STANDARD % RIGHT
1-CN1	COUNT NUMBER OF OBJECTS PICTURED	81.9
2-CN2	IDENTIFY 1-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	80.5
3-CN2	IDENTIFY 1-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	80.4
4-CN3	DETERMINE TWO EQUIVALENT SETS BY MATCHING OBJECTS	82.1
5-CN4	USE PLACE VALUE TO MATCH 2-DIGIT NUMBER TO GIVEN EXPANDED FORM	86.8
6-CN4	USE PLACE VALUE TO IDENTIFY DIGIT IN ONE'S PLACE	55.4

OPERATIONS (OP):

THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (VERT.): 2-DIGIT + 2-DIGIT, WHOLE NUMBERS, NO REGROUPING	61.4
2-OP1	ADD (HORIZ.): 1-DIGIT + 1-DIGIT, WHOLE NUMBERS, BASIC FACT < 18	56.0
3-OP1	ADD (VERT.): 2-DIGIT + 1-DIGIT, WHOLE NUMBERS, NO REGROUPING	43.3
4-OP2	SUBTRACT (VERT.): 1-DIGIT - 1-DIGIT, WHOLE NUMBERS, BASIC FACT < 10	75.7
5-OP2	SUBTRACT (VERT.): 1-DIGIT - 1-DIGIT, WHOLE NUMBERS, BASIC FACT < 10	63.1
6-OP2	SUBTRACT (VERT.): 2-DIGIT - 2-DIGIT, WHOLE NUMBERS, NO REGROUPING	40.8

MEASUREMENT (ME):

THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1	SELECT THE APPROPRIATE INSTRUMENT TO MEASURE TEMPERATURE	88.5
2-ME1	RECOGNIZE THE COIN OF A GIVEN VALUE	70.0
3-ME1	RECOGNIZE THE PICTURE WHICH DEPICTS A GIVEN SEASON	40.1
4-ME1	RECOGNIZE THE MONTH WHICH FOLLOWS A GIVEN MONTH	49.4
5-ME3	READ THE CLOCK TO DETERMINE TIME TO THE HOUR	94.7
6-ME3	READ THE CLOCK TO DETERMINE TIME TO THE HOUR	69.4

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% RIGHTGEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1	RECOGNIZE A TRIANGLE	96.0
2-GE1	RECOGNIZE A SQUARE	83.3
3-GE1	RECOGNIZE A CLOSED CURVE	81.6
4-GE2	COMPARE SIZES OF OBJECTS TO FIND SMALLEST	92.9
5-GE2	COMPARE SIZES OF OBJECTS TO FIND LARGEST	66.9
6-GE2	COMPARE SIZES OF OBJECTS TO FIND LARGEST	67.1

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: ADDITION, SUM < 10	73.4
2-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10	69.0
3-PS0	SOLVE A PROBLEM: ADDITION, SUM < 10	74.6
4-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10	59.9
5-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10	62.2
6-PS0	SOLVE A PROBLEM: ADDITION, SUM < 10	50.0

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CONCEPTS (CN):

THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN1	COUNT FORWARD BY 10'S TO COMPLETE A PATTERN	99.8
2-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN PICTURE	94.6
3-CN2	IDENTIFY 2-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	96.2
4-CN3	IDENTIFY CORRECT RELATIONSHIP BETWEEN TWO NUMBERS ≤ 10	84.3
5-CN4	USE PLACE VALUE TO IDENTIFY DIGIT IN 1'S PLACE	88.3
6-CN5	INTERPRET INFORMATION IN A PICTURE GRAPH	97.5

OPERATIONS (OP):

THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (HORIZ.): 2-DIGIT + 2-DIGIT, WHOLE NUMBERS, NO REGROUPING	95.8
2-OP1	ADD (VERT.): 1-DIGIT + 1-DIGIT + 1-DIGIT + 1-DIGIT, WHOLE NUMBERS	92.2
3-OP1	ADD (VERT.): 1-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING	87.4
4-OP2	SUBTRACT (VERT.): 3-DIGIT - 3-DIGIT, WHOLE NUMBERS, NO REGROUPING	95.2
5-OP2	SUBTRACT (HORIZ.): 3-DIGIT - 3-DIGIT, WHOLE NUMBERS, NO REGROUPING	91.4
6-OP2	SUBTRACT (VERT.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, WITH REGROUPING	66.5

MEASUREMENT (ME):

THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1	SELECT APPROPRIATE UNIT TO MEASURE TEMPERATURE	88.6
2-ME1	SELECT APPROPRIATE UNIT TO MEASURE CAPACITY, CUSTOMARY	83.1
3-ME3	READ PICTURED THERMOMETER TO DETERMINE TEMPERATURE, CUSTOMARY	99.6
4-ME3	READ PICTURED SCALE TO DETERMINE WEIGHT, METRIC	99.4
5-ME3	READ MEASURING CUP SCALE TO DETERMINE AMT. OF LIQUID, CUSTOMARY	95.8
6-ME3	READ THE CLOCK TO DETERMINE TIME TO THE HALF-HOUR	92.0

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THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.STATE
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1-GE1	RECOGNIZE AN OPEN CURVE	98.9
2-GE1	IDENTIFY THE NAME OF THE FIGURE - TRIANGLE	97.3
3-GE1	IDENTIFY THE NAME OF THE FIGURE - RECTANGLE	97.1
4-GE2	RECOGNIZE THE FIGURES WITH THE SAME SHAPE	98.3
5-GE2	RECOGNIZE THE FIGURES WITH THE SAME SIZE AND SHAPE	98.8
6-GE2	RECOGNIZE THE FIGURES WITH THE SAME SIZE AND SHAPE	93.0

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: ADDITION, BASIC FACT < 18	98.1
2-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING	94.7
3-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING	93.4
4-PS0	SOLVE A PROBLEM: ADDITION (MONEY), NO REGROUPING	96.1
5-PS0	SOLVE A PROBLEM: SUBTRACTION (MONEY), NO REGROUPING	90.3
6-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING	92.9

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CONCEPTS (CN):

THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

	STATE BELOW STANDARD % RIGHT
1-CN1 COUNT FORWARD BY 10'S TO COMPLETE A PATTERN	98.9
2-CN2 IDENTIFY FRACTION EQUIVALENT TO GIVEN PICTURE	79.2
3-CN2 IDENTIFY 2-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	80.2
4-CN3 IDENTIFY CORRECT RELATIONSHIP BETWEEN TWO NUMBERS ≤ 10	44.7
5-CN4 USE PLACE VALUE TO IDENTIFY DIGIT IN 1'S PLACE	57.4
6-CN5 INTERPRET INFORMATION IN A PICTURE GRAPH	84.8

OPERATIONS (OP):

THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1 ADD (HORIZ.): 2-DIGIT + 2-DIGIT, WHOLE NUMBERS, NO REGROUPING	80.9
2-OP1 ADD (VERT.): 1-DIGIT + 1-DIGIT + 1-DIGIT + 1-DIGIT, WHOLE NUMBERS	72.7
3-OP1 ADD (VERT.): 1-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING	48.6
4-OP2 SUBTRACT (VERT.): 3-DIGIT - 3-DIGIT, WHOLE NUMBERS, NO REGROUPING	80.6
5-OP2 SUBTRACT (HORIZ.): 3-DIGIT - 3-DIGIT, WHOLE NUMBERS, NO REGROUPING	61.6
6-OP2 SUBTRACT (VERT.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, WITH REGROUPING	23.2

MEASUREMENT (ME):

THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1 SELECT APPROPRIATE UNIT TO MEASURE TEMPERATURE	52.8
2-ME1 SELECT APPROPRIATE UNIT TO MEASURE CAPACITY, CUSTOMARY	44.8
3-ME3 READ PICTURED THERMOMETER TO DETERMINE TEMPERATURE, CUSTOMARY	98.1
4-ME3 READ PICTURED SCALE TO DETERMINE HEIGHT, METRIC	97.8
5-ME3 READ MEASURING CUP SCALE TO DETERMINE AMT. OF LIQUID, CUSTOMARY	88.6
6-ME3 READ THE CLOCK TO DETERMINE TIME TO THE HALF-HOUR	44.3

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% RIGHTGEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1	RECOGNIZE AN OPEN CURVE	94.9
2-GE1	IDENTIFY THE NAME OF THE FIGURE - TRIANGLE	85.1
3-GE1	IDENTIFY THE NAME OF THE FIGURE - RECTANGLE	86.5
4-GE2	RECOGNIZE THE FIGURES WITH THE SAME SHAPE	90.6
5-GE2	RECOGNIZE THE FIGURES WITH THE SAME SIZE AND SHAPE	92.1
6-GE2	RECOGNIZE THE FIGURES WITH THE SAME SIZE AND SHAPE	66.5

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: ADDITION, BASIC FACT < 10	86.7
2-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING	75.8
3-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING	69.3
4-PS0	SOLVE A PROBLEM: ADDITION (MONEY), NO REGROUPING	79.5
5-PS0	SOLVE A PROBLEM: SUBTRACTION (MONEY), NO REGROUPING	55.8
6-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING	63.0

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CONCEPTS (CN): THE STUDENT CAN APPLY NUMERICAL CONCEPTS.		
1-CN1	COUNT BACKWARD BY 2'S TO COMPLETE A PATTERN	91.3
2-CN2	IDENTIFY 2-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	99.0
3-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN PICTURE	75.2
4-CN3	IDENTIFY A CORRECT ARITHMETIC SENTENCE INVOLVING BASIC FACTS	50.6
5-CN4	USE PLACE VALUE TO IDENTIFY DIGIT IN 1'S PLACE	92.9
6-CN5	INTERPRET INFORMATION IN A TABLE	90.9
OPERATIONS (OP): THE STUDENT CAN COMPUTE ACCURATELY.		
1-OP1	ADD (VERT.): 3-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING	90.0
2-OP1	ADD (HORIZ.): FRACTIONS, LIKE DENOMINATORS, NO REDUCING	79.0
3-OP2	SUBTRACT (HORIZ.): 3-DIGIT - 3-DIGIT, WHOLE NUMBERS, NO REGROUPING	97.4
4-OP2	SUBTRACT (VERT.): 3-DIGIT - 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING	84.5
5-OP3	MULTIPLY (VERT.): 2-DIGIT X 1-DIGIT, WHOLE NUMBERS, NO REGROUPING	82.2
6-OP4	DIVIDE (HORIZ.): 1-DIGIT BY 1-DIGIT, WHOLE NUMBERS, NO REMAINDER	86.4
MEASUREMENT (ME): THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.		
1-ME1	SELECT APPROPRIATE UNIT TO MEASURE LENGTH, CUSTOMARY	96.7
2-ME2	ESTIMATE WIDTH, METRIC	84.0
3-ME3	READ PICTURED RULER TO DETERMINE LENGTH, CUSTOMARY	89.9
4-ME3	READ PICTURED THERMOMETER TO DETERMINE TEMPERATURE, METRIC	76.3
5-ME4	CONVERT UNITS OF TIME	87.9
6-ME4	CONVERT UNITS OF LENGTH, METRIC	71.3

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GEOMETRY (GE):		
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.		
1-GE1	RECOGNIZE A CLOSED CURVE	98.8
2-GE1	RECOGNIZE A POINT OUTSIDE A FIGURE	97.2
3-GE1	RECOGNIZE A LINE	59.5
4-GE2	USE LINE OF SYMMETRY TO IDENTIFY THE PART WHICH COMPLETES FIGURE	98.1
5-GE2	DETERMINE WHICH FIGURE SHOWS LINE OF SYMMETRY	97.5
6-GE2	DETERMINE WHICH FIGURE SHOWS LINE OF SYMMETRY	95.0
PROBLEM SOLVING (PS):		
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.		
1-PS0	SOLVE A PROBLEM: ADDITION (MONEY), WITH REGROUPING	92.4
2-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING	88.7
3-PS0	SOLVE A PROBLEM: MULTIPLICATION (MONEY)	81.1
4-PS0	SOLVE A PROBLEM: SUBTRACTION, BASIC FACT < 10	86.1
5-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING	80.6
6-PS0	SOLVE A PROBLEM: MULTIPLICATION	68.2

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CONCEPTS (CN):

THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN1	COUNT BACKWARD BY 2'S TO COMPLETE A PATTERN	65.6
2-CN2	IDENTIFY 2-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	95.9
3-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN PICTURE	45.2
4-CN3	IDENTIFY A CORRECT ARITHMETIC SENTENCE INVOLVING BASIC FACTS	12.0
5-CN4	USE PLACE VALUE TO IDENTIFY DIGIT IN 1'S PLACE	73.4
6-CN5	INTERPRET INFORMATION IN A TABLE	78.8

OPERATIONS (OP):

THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (VERT.): 3-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING	69.5
2-OP1	ADD (HORIZ.): FRACTIONS, LIKE DENOMINATORS, NO REDUCING	48.5
3-OP2	SUBTRACT (HORIZ.): 3-DIGIT - 3-DIGIT, WHOLE NUMBERS, NO REGROUPING	89.4
4-OP2	SUBTRACT (VERT.): 3-DIGIT - 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING	52.6
5-OP3	MULTIPLY (VERT.): 2-DIGIT X 1-DIGIT, WHOLE NUMBERS, NO REGROUPING	43.2
6-OP4	DIVIDE (HORIZ.): 1-DIGIT BY 1-DIGIT, WHOLE NUMBERS, NO REMAINDER	54.3

MEASUREMENT (ME):

THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1	SELECT APPROPRIATE UNIT TO MEASURE LENGTH, CUSTOMARY	87.0
2-ME2	ESTIMATE WIDTH, METRIC	67.3
3-ME3	READ PICTURED RULER TO DETERMINE LENGTH, CUSTOMARY	65.2
4-ME3	READ PICTURED THERMOMETER TO DETERMINE TEMPERATURE, METRIC	35.0
5-ME4	CONVERT UNITS OF TIME	56.5
6-ME4	CONVERT UNITS OF LENGTH, METRIC	32.7

STATE TOTALS

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% RIGHTGEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1	RECOGNIZE A CLOSED CURVE	95.0
2-GE1	RECOGNIZE A POINT OUTSIDE A FIGURE	90.9
3-GE1	RECOGNIZE A LINE	23.3
4-GE2	USE LINE OF SYMMETRY TO IDENTIFY THE PART WHICH COMPLETES FIGURE	93.3
5-GE2	DETERMINE WHICH FIGURE SHOWS LINE OF SYMMETRY	90.6
6-GE2	DETERMINE WHICH FIGURE SHOWS LINE OF SYMMETRY	82.2

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: ADDITION (MONEY), WITH REGROUPING	76.4
2-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING	71.3
3-PS0	SOLVE A PROBLEM: MULTIPLICATION (MONEY)	39.9
4-PS0	SOLVE A PROBLEM: SUBTRACTION, BASIC FACT < 10	53.0
5-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING	63.2
6-PS0	SOLVE A PROBLEM: MULTIPLICATION	20.8

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CONCEPTS (CN):

THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

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1-CN2 IDENTIFY FRACTION EQUIVALENT TO GIVEN MIXED NUMBER	79.3
2-CN2 IDENTIFY FRACTION EQUIVALENT TO GIVEN PERCENT	82.2
3-CN3 COMPARE FRACTIONS USING > OR <	53.5
4-CN4 USE PLACE VALUE TO IDENTIFY THE DIGIT IN TENTHS PLACE	61.4
5-CN4 USE PLACE VALUE TO MATCH DECIMAL NUMBER TO EXPANDED FORM	56.0
6-CN5 INTERPRET INFORMATION IN A BAR GRAPH	87.3

OPERATIONS (OP):

THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1 ADD (VERT.): 3 DECIMAL NUMBERS, WITH REGROUPING	95.0
2-OP1 ADD (VERT.): 2 FRACTIONS, LIKE DENOM., WITH REDUCING	69.7
3-OP2 SUBTRACT (VERT.): MIXED NUMBERS, LIKE DENOM., WITH REDUCING	74.4
4-OP3 MULTIPLY (HORIZ.): 2 FRACTIONS, WITH REDUCING	67.3
5-OP3 MULTIPLY (HORIZ.): 2 DECIMAL NUMBERS, WITH REGROUPING	65.0
6-OP4 DIVIDE (HORIZ.): 4-DIGIT BY 2-DIGIT, WHOLE NUMBERS, WITH REMAINDER	69.1

MEASUREMENT (ME):

THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1 SELECT APPROPRIATE UNIT TO MEASURE HEIGHT, CUSTOMARY	90.6
2-ME1 SELECT APPROPRIATE UNIT TO MEASURE LENGTH, METRIC	52.0
3-ME2 ESTIMATE LENGTH, CUSTOMARY	58.5
4-ME4 CONVERT UNITS OF LENGTH, CUSTOMARY	53.1
5-ME4 CONVERT UNITS OF HEIGHT, CUSTOMARY	43.1
6-ME5 USE SCALE DRAWING TO ESTIMATE DISTANCE, CUSTOMARY	68.7

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GEOMETRY (GE):

THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

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1-GE1	IDENTIFY A LINE SEGMENT IN A DIAGRAM	80.0
2-GE1	RECOGNIZE A FIGURE WITH A CIRCUMFERENCE	62.6
3-GE1	IDENTIFY A POINT THAT LIES ON A RAY	49.0
4-GE3	DETERMINE THE PERIMETER OF A SQUARE, METRIC	86.8
5-GE3	DETERMINE THE PERIMETER OF A RECTANGLE, CUSTOMARY	77.2
6-GE3	DETERMINE THE AREA OF A RECTANGLE, CUSTOMARY	48.5

PROBLEM SOLVING (PS):

THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATION	54.6
2-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, ESTIMATION	44.0
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	93.7
4-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS	78.9
5-PS0	SOLVE A PROBLEM: SINGLE OPERATION, MEASUREMENT (TIME)	59.1
6-PS0	SOLVE A PROBLEM: SINGLE OPERATION, MEASUREMENT (TEMPERATURE), EXTRANEOUS INFORMATION	45.0

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CONCEPTS (CN): THE STUDENT CAN APPLY NUMERICAL CONCEPTS.		
1-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN MIXED NUMBER	54.6
2-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN PERCENT	61.4
3-CN3	COMPARE FRACTIONS USING > OR <	31.9
4-CN4	USE PLACE VALUE TO IDENTIFY THE DIGIT IN TENTHS PLACE	27.4
5-CN4	USE PLACE VALUE TO MATCH DECIMAL NUMBER TO EXPANDED FORM	27.6
6-CN5	INTERPRET INFORMATION IN A BAR GRAPH	81.5
OPERATIONS (OP): THE STUDENT CAN COMPUTE ACCURATELY.		
1-OP1	ADD (VERT.): 3 DECIMAL NUMBERS, WITH REGROUPING	89.6
2-OP1	ADD (VERT.): 2 FRACTIONS, LIKE DENOM., WITH REDUCING	36.9
3-OP2	SUBTRACT (VERT.): MIXED NUMBERS, LIKE DENOM., WITH REDUCING	50.1
4-OP3	MULTIPLY (HORIZ.): 2 FRACTIONS, WITH REDUCING	33.6
5-OP3	MULTIPLY (HORIZ.): 2 DECIMAL NUMBERS, WITH REGROUPING	37.3
6-OP4	DIVIDE (HORIZ.): 4-DIGIT BY 2-DIGIT, WHOLE NUMBERS, WITH REMAINDER	49.2
MEASUREMENT (ME): THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.		
1-ME1	SELECT APPROPRIATE UNIT TO MEASURE WEIGHT, CUSTOMARY	82.3
2-ME1	SELECT APPROPRIATE UNIT TO MEASURE LENGTH, METRIC	28.4
3-ME2	ESTIMATE LENGTH, CUSTOMARY	34.3
4-ME4	CONVERT UNITS OF LENGTH, CUSTOMARY	26.1
5-ME4	CONVERT UNITS OF WEIGHT, CUSTOMARY	17.4
6-ME5	USE SCALE DRAWING TO ESTIMATE DISTANCE, CUSTOMARY	39.5

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GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1	IDENTIFY A LINE SEGMENT IN A DIAGRAM	61.3
2-GE1	RECOGNIZE A FIGURE WITH A CIRCUMFERENCE	34.8
3-GE1	IDENTIFY A POINT THAT LIES ON A RAY	21.7
4-GE3	DETERMINE THE PERIMETER OF A SQUARE, METRIC	71.2
5-GE3	DETERMINE THE PERIMETER OF A RECTANGLE, CUSTOMARY	59.0
6-GE3	DETERMINE THE AREA OF A RECTANGLE, CUSTOMARY	22.2

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATION	32.4
2-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, ESTIMATION	26.6
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	81.1
4-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS	55.4
5-PS0	SOLVE A PROBLEM: SINGLE OPERATION, MEASUREMENT (TIME)	39.8
6-PS0	SOLVE A PROBLEM: SINGLE OPERATION, MEASUREMENT (TEMPERATURE), EXTRANEIOUS INFORMATION	17.5

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PAGE 3 OF 8CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

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1-CN2 IDENTIFY FRACTION EQUIVALENT TO GIVEN FRACTION	85.4
2-CN2 IDENTIFY FRACTION EQUIVALENT TO GIVEN DECIMAL NUMBER	46.9
3-CN3 DETERMINE THE SMALLEST FRACTION IN A SET, UNLIKE DENOMINATORS	35.5
4-CN4 USE PLACE VALUE TO MATCH DECIMAL NUMBER TO VERBAL FORM	70.5
5-CN4 USE PLACE VALUE TO MATCH DECIMAL NUMBER TO VERBAL FORM	82.6
6-CN5 INTERPRET INFORMATION IN A CIRCLE GRAPH, COMPUTATION INVOLVED	43.9

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1 ADD (HORIZ.): 3 DECIMAL NUMBERS, WITH REGROUPING	94.3
2-OP1 ADD (VERT.): 3 FRACTIONS, UNLIKE DENOM., WITH REGROUPING	72.8
3-OP2 SUBTRACT (VERT.): MIXED NO. - PROPER FRACT., UNLIKE DENOM., WITH REDUCING	72.7
4-OP3 MULTIPLY (HORIZ.): 2 DECIMAL NUMBERS, WITH REGROUPING	78.1
5-OP4 DIVIDE (HORIZ.): 2 FRACTIONS, WITH REDUCING	60.4
6-OP4 DIVIDE: DETERMINE PERCENT ONE WHOLE NUMBER IS OF ANOTHER	36.0

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1 SELECT APPROPRIATE UNIT TO MEASURE AREA, CUSTOMARY	76.9
2-ME2 ESTIMATE VOLUME, CUSTOMARY	37.3
3-ME3 USE PICTURED PROTRACTOR TO DETERMINE MEASURE OF ANGLE	59.2
4-ME4 MULTIPLY UNITS OF TIME, WITH CONVERSION	73.9
5-ME4 ADD UNITS OF HEIGHT, CUSTOMARY, WITH CONVERSION	54.5
6-ME5 USE SCALE DRAWING TO ESTIMATE DISTANCE, CUSTOMARY	68.6

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GEOMETRY (GE):		
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.		
1-GE1	IDENTIFY INTERSECTING LINE SEGMENTS	84.2
2-GE1	IDENTIFY AN OBTUSE ANGLE IN A FIGURE	70.1
3-GE2	DETERMINE THE LINE SEGMENT CONGRUENT TO GIVEN LINE SEGMENT	89.5
4-GE2	DETERMINE THE TRIANGLE SIMILAR TO GIVEN TRIANGLE	46.3
5-GE3	DETERMINE THE PERIMETER OF A NONSTANDARD FIGURE, CUSTOMARY	36.6
6-GE3	DETERMINE THE AREA OF A NONSTANDARD FIGURE, METRIC	23.1
PROBLEM SOLVING (PS):		
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.		
1-PS0	SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATION	60.3
2-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A TABLE, ESTIMATION	33.0
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	79.7
4-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MIXED NUMBERS	57.9
5-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	61.6
6-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, FRACTIONS	42.2

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CONCEPTS (CN):
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1-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN FRACTION	63.7
2-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN DECIMAL NUMBER	15.5
3-CN3	DETERMINE THE SMALLEST FRACTION IN A SET, UNLIKE DENOMINATORS	10.5
4-CN4	USE PLACE VALUE TO MATCH DECIMAL NUMBER TO VERBAL FORM	38.0
5-CN4	USE PLACE VALUE TO MATCH DECIMAL NUMBER TO VERBAL FORM	53.8
6-CN5	INTERPRET INFORMATION IN A CIRCLE GRAPH, COMPUTATION INVOLVED	9.1

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (HORIZ.): 3 DECIMAL NUMBERS, WITH REGROUPING	85.5
2-OP1	ADD (VERT.): 3 FRACTIONS, UNLIKE DENOM., WITH REGROUPING	38.9
3-OP2	SUBTRACT (VERT.): MIXED NO. - PROPER FRACT., UNLIKE DENOM., WITH REDUCING	44.4
4-OP3	MULTIPLY (HORIZ.): 2 DECIMAL NUMBERS, WITH REGROUPING	53.9
5-OP4	DIVIDE (HORIZ.): 2 FRACTIONS, WITH REDUCING	25.0
6-OP4	DIVIDE: DETERMINE PERCENT ONE WHOLE NUMBER IS OF ANOTHER	11.2

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1	SELECT APPROPRIATE UNIT TO MEASURE AREA, CUSTOMARY	61.0
2-ME2	ESTIMATE VOLUME, CUSTOMARY	31.2
3-ME3	USE PICTURED PROTRACTOR TO DETERMINE MEASURE OF ANGLE	28.7
4-ME4	MULTIPLY UNITS OF TIME, WITH CONVERSION	31.9
5-ME4	ADD UNITS OF WEIGHT, CUSTOMARY, WITH CONVERSION	15.6
6-ME5	USE SCALE DRAWING TO ESTIMATE DISTANCE, CUSTOMARY	43.0

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% RIGHTGEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1	IDENTIFY INTERSECTING LINE SEGMENTS	69.2
2-GE1	IDENTIFY AN OBTUSE ANGLE IN A FIGURE	40.8
3-GE2	DETERMINE THE LINE SEGMENT CONGRUENT TO GIVEN LINE SEGMENT	74.7
4-GE2	DETERMINE THE TRIANGLE SIMILAR TO GIVEN TRIANGLE	36.9
5-GE3	DETERMINE THE PERIMETER OF A NONSTANDARD FIGURE, CUSTOMARY	15.0
6-GE3	DETERMINE THE AREA OF A NONSTANDARD FIGURE, METRIC	5.9

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATION	39.8
2-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A TABLE, ESTIMATION	12.6
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	57.0
4-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MIXED NUMBERS	34.6
5-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	29.2
6-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, FRACTIONS	28.9

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CONCEPTS (CN):		
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.		
1-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN FRACTION	83.2
2-CN2	IDENTIFY PERCENT EQUIVALENT TO GIVEN DECIMAL	73.9
3-CN3	DETERMINE AND COMPARE GIVEN UNIT PRICES	71.8
4-CN4	USE PLACE VALUE TO ROUND DECIMAL NO. TO NEAREST HUNDRED	80.9
5-CN5	INTERPRET INFORMATION IN A TABLE	89.8
6-CN5	INTERPRET INFORMATION IN A CIRCLE GRAPH	82.8
7-CN5	INTERPRET INFORMATION IN A MULTI-LINE GRAPH, COMPUTATION INVOLVED	82.6
8-CN6	IDENTIFY SQUARE ROOT OF A GIVEN NUMBER	91.1
9-CN7	DETERMINE SIMPLE INTEREST WHEN GIVEN FORMULA	63.5
10-CN7	DETERMINE DISTANCE WHEN GIVEN RATE AND TIME	54.2
OPERATIONS (OP):		
THE STUDENT CAN COMPUTE ACCURATELY.		
1-OP1	ADD (VERT.): 3 MIXED NUMBERS, WITH RENAMING, REGROUPING, AND REDUCING	78.1
2-OP1	ADD (HORIZ.): 3 SIGNED INTEGERS, WITH REGROUPING	71.6
3-OP2	SUBTRACT (HORIZ.): 2 DECIMALS, WITH REGROUPING	93.0
4-OP2	SUBTRACT (HORIZ.): 2 SIGNED INTEGERS, WITH REGROUPING	72.0
5-OP2	SUBTRACT (HORIZ.): 2 MIXED NUMBERS, WITH RENAMING AND REGROUPING	60.8
6-OP3	MULTIPLY (VERT.): 2 DECIMALS, WITH REGROUPING	94.3
7-OP3	MULTIPLY (HORIZ.): 3 FRACTIONS, WITH REDUCING	87.2
8-OP3	MULTIPLY: FIND PERCENTAGE OF GIVEN WHOLE NUMBER	80.4
9-OP4	DIVIDE (HORIZ.): DECIMAL BY WHOLE NUMBER	96.0
10-OP4	DIVIDE (VERT.): DECIMAL BY DECIMAL	83.5

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MEASUREMENT (ME):		
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.		
1-ME1	SELECT APPROPRIATE UNIT TO MEASURE AREA, METRIC	90.1
2-ME1	SELECT APPROPRIATE UNIT TO MEASURE LENGTH, METRIC	86.1
3-ME2	ESTIMATE LENGTH, CUSTOMARY, UNIT PICTURED	82.9
4-ME2	ESTIMATE AREA, CUSTOMARY, UNIT PICTURED	59.8
5-ME3	USE RULER TO DETERMINE DISTANCE AROUND PICTURED FIGURE, METRIC	62.5
6-ME3	USE PROTRACTOR TO DETERMINE MEASURE OF ANGLE (< 90 DEGREES)	54.8
7-ME4	ADD UNITS OF TIME, WITH CONVERSION	81.7
8-ME4	SUBTRACT UNITS OF TIME, WITH CONVERSION	55.9
9-ME5	USE SCALE DRAWING TO ESTIMATE DISTANCE, METRIC	68.6
10-ME5	USE SCALE DRAWING TO ESTIMATE WIDTH, CUSTOMARY	62.1

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE2	DETERMINE THE TRIANGLE CONGRUENT TO TRIANGLE EMBEDDED IN GIVEN FIGURE	85.1
2-GE2	DETERMINE THE TRIANGLE CONGRUENT TO GIVEN TRIANGLE	64.2
3-GE2	DETERMINE THE TRIANGLE SIMILAR TO GIVEN TRIANGLE	43.5
4-GE3	DETERMINE THE PERIMETER OF A PARALLELOGRAM, METRIC	79.5
5-GE3	DETERMINE THE CIRCUMFERENCE OF A CIRCLE, CUSTOMARY	67.7
6-GE3	DETERMINE THE AREA OF A RECTANGLE, CUSTOMARY	80.1
7-GE3	DETERMINE THE AREA OF A PARALLELOGRAM, METRIC	48.5
8-GE3	DETERMINE THE AREA OF A TRIANGLE, CUSTOMARY	52.1
9-GE3	DETERMINE THE VOLUME OF A RECTANGULAR SOLID, METRIC	91.1
10-GE3	DETERMINE THE VOLUME OF A RECTANGULAR SOLID, CUSTOMARY	88.1

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PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

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1-PS0	SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATION	75.0
2-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CIRCLE GRAPH, ESTIMATION	59.3
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A MAP, ESTIMATION	58.4
4-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION	91.1
5-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION, MONEY	77.0
6-PS0	SOLVE A PROBLEM: SINGLE OPERATION, CIRCUMFERENCE	88.8
7-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	66.4
8-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, PERCENT, MONEY	62.6
9-PS0	SOLVE A PROBLEM: SINGLE OPERATION, TIME, CONVERSION, EXTRANEIOUS INFORMATION	57.2
10-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CHART, MONEY	54.6

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CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

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1-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN FRACTION	61.0
2-CN2	IDENTIFY PERCENT EQUIVALENT TO GIVEN DECIMAL	55.0
3-CN3	DETERMINE AND COMPARE GIVEN UNIT PRICES	46.2
4-CN4	USE PLACE VALUE TO ROUND DECIMAL NO. TO NEAREST HUNDRED	63.9
5-CN5	INTERPRET INFORMATION IN A TABLE	85.0
6-CN5	INTERPRET INFORMATION IN A CIRCLE GRAPH	72.8
7-CN5	INTERPRET INFORMATION IN A MULTI-LINE GRAPH, COMPUTATION INVOLVED	56.2
8-CN6	IDENTIFY SQUARE ROOT OF A GIVEN NUMBER	85.4
9-CN7	DETERMINE SIMPLE INTEREST WHEN GIVEN FORMULA	43.7
10-CN7	DETERMINE DISTANCE WHEN GIVEN RATE AND TIME	46.0

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (VERT.): 3 MIXED NUMBERS, WITH RENAMING, REGROUPING, AND REDUCING	59.7
2-OP1	ADD (HORIZ.): 3 SIGNED INTEGERS, WITH REGROUPING	37.5
3-OP2	SUBTRACT (HORIZ.): 2 DECIMALS, WITH REGROUPING	81.0
4-OP2	SUBTRACT (HORIZ.): 2 SIGNED INTEGERS, WITH REGROUPING	49.2
5-OP2	SUBTRACT (HORIZ.): 2 MIXED NUMBERS, WITH RENAMING AND REGROUPING	48.3
6-OP3	MULTIPLY (VERT.): 2 DECIMALS, WITH REGROUPING	88.8
7-OP3	MULTIPLY (HORIZ.): 3 FRACTIONS, WITH REDUCING	73.5
8-OP3	MULTIPLY: FIND PERCENTAGE OF GIVEN WHOLE NUMBER	74.7
9-OP4	DIVIDE (HORIZ.): DECIMAL BY WHOLE NUMBER	91.0
10-OP4	DIVIDE (VERT.): DECIMAL BY DECIMAL	71.3

STATE TOTALS

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
JULY STATE ITEM RESPONSE SUMMARY
MATHEMATICS
GRADES 11 & 12 - 2ND, 3RD, AND 4 OR MORE ATTEMPTS

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		STATE % RIGHT
MEASUREMENT (ME):		
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.		
1-ME1	SELECT APPROPRIATE UNIT TO MEASURE AREA, METRIC	75.4
2-ME1	SELECT APPROPRIATE UNIT TO MEASURE LENGTH, METRIC	61.0
3-ME2	ESTIMATE LENGTH, CUSTOMARY, UNIT PICTURED	62.3
4-ME2	ESTIMATE AREA, CUSTOMARY, UNIT PICTURED	42.5
5-ME3	USE RULER TO DETERMINE DISTANCE AROUND PICTURED FIGURE, METRIC	34.2
6-ME3	USE PROTRACTOR TO DETERMINE MEASURE OF ANGLE (< 90 DEGREES)	43.0
7-ME4	ADD UNITS OF TIME, WITH CONVERSION	58.3
8-ME4	SUBTRACT UNITS OF TIME, WITH CONVERSION	28.5
9-ME5	USE SCALE DRAWING TO ESTIMATE DISTANCE, METRIC	42.4
10-ME5	USE SCALE DRAWING TO ESTIMATE WIDTH, CUSTOMARY	39.8
GEOMETRY (GE):		
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.		
1-GE2	DETERMINE THE TRIANGLE CONGRUENT TO TRIANGLE EMBEDDED IN GIVEN FIGURE	69.8
2-GE2	DETERMINE THE TRIANGLE CONGRUENT TO GIVEN TRIANGLE	58.0
3-GE2	DETERMINE THE TRIANGLE SIMILAR TO GIVEN TRIANGLE	21.8
4-GE3	DETERMINE THE PERIMETER OF A PARALLELOGRAM, METRIC	53.4
5-GE3	DETERMINE THE CIRCUMFERENCE OF A CIRCLE, CUSTOMARY	41.2
6-GE3	DETERMINE THE AREA OF A RECTANGLE, CUSTOMARY	61.6
7-GE3	DETERMINE THE AREA OF A PARALLELOGRAM, METRIC	37.0
8-GE3	DETERMINE THE AREA OF A TRIANGLE, CUSTOMARY	30.1
9-GE3	DETERMINE THE VOLUME OF A RECTANGULAR SOLID, METRIC	82.0
10-GE3	DETERMINE THE VOLUME OF A RECTANGULAR SOLID, CUSTOMARY	77.6

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PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

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1-PS0	SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATION	58.0
2-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CIRCLE GRAPH, ESTIMATION	33.8
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A MAP, ESTIMATION	39.3
4-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION	79.8
5-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION, MONEY	57.9
6-PS0	SOLVE A PROBLEM: SINGLE OPERATION, CIRCUMFERENCE	83.4
7-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	46.0
8-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, PERCENT, MONEY	44.2
9-PS0	SOLVE A PROBLEM: SINGLE OPERATION, TIME, CONVERSION, EXTRANEIOUS INFORMATION	34.5
10-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CHART, MONEY	31.9

STATE TOTALS

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
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BELOW STANDARD STUDENTS
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CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN FRACTION	51.2
2-CN2	IDENTIFY PERCENT EQUIVALENT TO GIVEN DECIMAL	39.6
3-CN3	DETERMINE AND COMPARE GIVEN UNIT PRICES	33.4
4-CN4	USE PLACE VALUE TO ROUND DECIMAL NO. TO NEAREST HUNDRED	55.4
5-CN5	INTERPRET INFORMATION IN A TABLE	61.9
6-CN5	INTERPRET INFORMATION IN A CIRCLE GRAPH	66.0
7-CN5	INTERPRET INFORMATION IN A MULTI-LINE GRAPH, COMPUTATION INVOLVED	45.0
8-CN6	IDENTIFY SQUARE ROOT OF A GIVEN NUMBER	79.2
9-CN7	DETERMINE SIMPLE INTEREST WHEN GIVEN FORMULA	33.2
10-CN7	DETERMINE DISTANCE WHEN GIVEN RATE AND TIME	35.7

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (VERT.): 3 MIXED NUMBERS, WITH RENAMING, REGROUPING, AND REDUCING	41.9
2-OP1	ADD (HORIZ.): 3 SIGNED INTEGERS, WITH REGROUPING	26.5
3-OP2	SUBTRACT (HORIZ.): 2 DECIMALS, WITH REGROUPING	72.3
4-OP2	SUBTRACT (HORIZ.): 2 SIGNED INTEGERS, WITH REGROUPING	43.4
5-OP2	SUBTRACT (HORIZ.): 2 MIXED NUMBERS, WITH RENAMING AND REGROUPING	31.9
6-OP3	MULTIPLY (VERT.): 2 DECIMALS, WITH REGROUPING	62.7
7-OP3	MULTIPLY (HORIZ.): 3 FRACTIONS, WITH REDUCING	59.8
8-OP3	MULTIPLY: FIND PERCENTAGE OF GIVEN WHOLE NUMBER	61.0
9-OP4	DIVIDE (HORIZ.): DECIMAL BY WHOLE NUMBER	86.6
10-OP4	DIVIDE (VERT.): DECIMAL BY DECIMAL	61.1

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MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1	SELECT APPROPRIATE UNIT TO MEASURE AREA, METRIC	69.2
2-ME1	SELECT APPROPRIATE UNIT TO MEASURE LENGTH, METRIC	54.8
3-ME2	ESTIMATE LENGTH, CUSTOMARY, UNIT PICTURED	53.9
4-ME2	ESTIMATE AREA, CUSTOMARY, UNIT PICTURED	33.6
5-ME3	USE RULER TO DETERMINE DISTANCE AROUND PICTURED FIGURE, METRIC	25.1
6-ME3	USE PROTRACTOR TO DETERMINE MEASURE OF ANGLE (< 90 DEGREES)	33.2
7-ME4	ADD UNITS OF TIME, WITH CONVERSION	61.9
8-ME4	SUBTRACT UNITS OF TIME, WITH CONVERSION	13.7
9-ME5	USE SCALE DRAWING TO ESTIMATE DISTANCE, METRIC	35.9
10-ME5	USE SCALE DRAWING TO ESTIMATE WIDTH, CUSTOMARY	32.0

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE2	DETERMINE THE TRIANGLE CONGRUENT TO TRIANGLE EMBEDDED IN GIVEN FIGURE	61.5
2-GE2	DETERMINE THE TRIANGLE CONGRUENT TO GIVEN TRIANGLE	56.7
3-GE2	DETERMINE THE TRIANGLE SIMILAR TO GIVEN TRIANGLE	16.9
4-GE3	DETERMINE THE PERIMETER OF A PARALLELOGRAM, METRIC	45.5
5-GE3	DETERMINE THE CIRCUMFERENCE OF A CIRCLE, CUSTOMARY	26.3
6-GE3	DETERMINE THE AREA OF A RECTANGLE, CUSTOMARY	49.3
7-GE3	DETERMINE THE AREA OF A PARALLELOGRAM, METRIC	20.5
8-GE3	DETERMINE THE AREA OF A TRIANGLE, CUSTOMARY	24.7
9-GE3	DETERMINE THE VOLUME OF A RECTANGULAR SOLID, METRIC	71.7
10-GE3	DETERMINE THE VOLUME OF A RECTANGULAR SOLID, CUSTOMARY	65.6

STATE TOTALS

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PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATION	48.9
2-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CIRCLE GRAPH, ESTIMATION	25.9
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A MAP, ESTIMATION	32.4
4-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION	73.6
5-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION, MONEY	48.2
6-PS0	SOLVE A PROBLEM: SINGLE OPERATION, CIRCUMFERENCE	76.8
7-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	37.6
8-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, PERCENT, MONEY	33.7
9-PS0	SOLVE A PROBLEM: SINGLE OPERATION, TIME, CONVERSION, EXTRANEIOUS INFORMATION	22.5
10-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CHART, MONEY	25.2

STATE TOTALS

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JULY STATE ITEM RESPONSE SUMMARY
MATHEMATICS
ADULT ED - ALL ATTEMPTS

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		STATE % RIGHT
CONCEPTS (CN):		
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.		
1-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN FRACTION	58.1
2-CN2	IDENTIFY PERCENT EQUIVALENT TO GIVEN DECIMAL	34.3
3-CN3	DETERMINE AND COMPARE GIVEN UNIT PRICES	45.4
4-CN4	USE PLACE VALUE TO ROUND DECIMAL NO. TO NEAREST HUNDRED	55.5
5-CN5	INTERPRET INFORMATION IN A TABLE	83.0
6-CN5	INTERPRET INFORMATION IN A CIRCLE GRAPH	63.8
7-CN5	INTERPRET INFORMATION IN A MULTI-LINE GRAPH, COMPUTATION INVOLVED	53.3
8-CN6	IDENTIFY SQUARE ROOT OF A GIVEN NUMBER	65.6
9-CN7	DETERMINE SIMPLE INTEREST WHEN GIVEN FORMULA	45.0
10-CN7	DETERMINE DISTANCE WHEN GIVEN RATE AND TIME	47.9
OPERATIONS (OP):		
THE STUDENT CAN COMPUTE ACCURATELY.		
1-OP1	ADD (VERT.): 3 MIXED NUMBERS, WITH RENAMING, REGROUPING, AND REDUCING	40.3
2-OP1	ADD (HORIZ.): 3 SIGNED INTEGERS, WITH REGROUPING	30.7
3-OP2	SUBTRACT (HORIZ.): 2 DECIMALS, WITH REGROUPING	58.0
4-OP2	SUBTRACT (HORIZ.): 2 SIGNED INTEGERS, WITH REGROUPING	52.9
5-OP2	SUBTRACT (HORIZ.): 2 MIXED NUMBERS, WITH RENAMING AND REGROUPING	33.2
6-OP3	MULTIPLY (VERT.): 2 DECIMALS, WITH REGROUPING	77.5
7-OP3	MULTIPLY (HORIZ.): 3 FRACTIONS, WITH REDUCING	50.7
8-OP3	MULTIPLY: FIND PERCENTAGE OF GIVEN WHOLE NUMBER	58.3
9-OP4	DIVIDE (HORIZ.): DECIMAL BY WHOLE NUMBER	78.9
10-OP4	DIVIDE (VERT.): DECIMAL BY DECIMAL	55.8

STATE TOTALS

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
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MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

	STATE % RIGHT
1-ME1 SELECT APPROPRIATE UNIT TO MEASURE AREA, METRIC	52.1
2-ME1 SELECT APPROPRIATE UNIT TO MEASURE LENGTH, METRIC	49.9
3-ME2 ESTIMATE LENGTH, CUSTOMARY, UNIT PICTURED	61.5
4-ME2 ESTIMATE AREA, CUSTOMARY, UNIT PICTURED	38.6
5-ME3 USE RULER TO DETERMINE DISTANCE AROUND PICTURED FIGURE, METRIC	33.5
6-ME3 USE PROTRACTOR TO DETERMINE MEASURE OF ANGLE (< 90 DEGREES)	34.7
7-ME4 ADD UNITS OF TIME, WITH CONVERSION	58.3
8-ME4 SUBTRACT UNITS OF TIME, WITH CONVERSION	30.7
9-ME5 USE SCALE DRAWING TO ESTIMATE DISTANCE, METRIC	42.1
10-ME5 USE SCALE DRAWING TO ESTIMATE WIDTH, CUSTOMARY	34.5

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE2 DETERMINE THE TRIANGLE CONGRUENT TO TRIANGLE EMBEDDED IN GIVEN FIGURE	52.9
2-GE2 DETERMINE THE TRIANGLE CONGRUENT TO GIVEN TRIANGLE	63.7
3-GE2 DETERMINE THE TRIANGLE SIMILAR TO GIVEN TRIANGLE	23.6
4-GE3 DETERMINE THE PERIMETER OF A PARALLELOGRAM, METRIC	44.7
5-GE3 DETERMINE THE CIRCUMFERENCE OF A CIRCLE, CUSTOMARY	34.8
6-GE3 DETERMINE THE AREA OF A RECTANGLE, CUSTOMARY	41.6
7-GE3 DETERMINE THE AREA OF A PARALLELOGRAM, METRIC	28.5
8-GE3 DETERMINE THE AREA OF A TRIANGLE, CUSTOMARY	35.1
9-GE3 DETERMINE THE VOLUME OF A RECTANGULAR SOLID, METRIC	58.6
10-GE3 DETERMINE THE VOLUME OF A RECTANGULAR SOLID, CUSTOMARY	53.9

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STATE TOTALS

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PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

	STATE % RIGHT
1-PS0 SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATION	59.6
2-PS0 SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CIRCLE GRAPH, ESTIMATION	38.5
3-PS0 SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A MAP, ESTIMATION	40.2
4-PS0 SOLVE A PROBLEM: DETERMINE MISSING INFORMATION	73.4
5-PS0 SOLVE A PROBLEM: DETERMINE MISSING INFORMATION, MONEY	58.3
6-PS0 SOLVE A PROBLEM: SINGLE OPERATION, CIRCUMFERENCE	64.4
7-PS0 SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	53.0
8-PS0 SOLVE A PROBLEM: MULTIPLE OPERATIONS, PERCENT, MONEY	52.1
9-PS0 SOLVE A PROBLEM: SINGLE OPERATION, TIME, CONVERSION, EXTRANEIOUS INFORMATION	38.8
10-PS0 SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CHART, MONEY	34.2

STATE TOTALS

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
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CONCEPTS (CN):

THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN FRACTION	47.5
2-CN2	IDENTIFY PERCENT EQUIVALENT TO GIVEN DECIMAL	22.8
3-CN3	DETERMINE AND COMPARE GIVEN UNIT PRICES	31.6
4-CN4	USE PLACE VALUE TO ROUND DECIMAL NO. TO NEAREST HUNDRED	47.4
5-CN5	INTERPRET INFORMATION IN A TABLE	79.2
6-CN5	INTERPRET INFORMATION IN A CIRCLE GRAPH	56.9
7-CN5	INTERPRET INFORMATION IN A MULTI-LINE GRAPH, COMPUTATION INVOLVED	40.2
8-CN6	IDENTIFY SQUARE ROOT OF A GIVEN NUMBER	59.3
9-CN7	DETERMINE SIMPLE INTEREST WHEN GIVEN FORMULA	35.7
10-CN7	DETERMINE DISTANCE WHEN GIVEN RATE AND TIME	42.2

OPERATIONS (OP):

THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (VERT.): 3 MIXED NUMBERS, WITH RENAMING, REGROUPING, AND REDUCING	22.7
2-OP1	ADD (HORIZ.): 3 SIGNED INTEGERS, WITH REGROUPING	17.5
3-OP2	SUBTRACT (HORIZ.): 2 DECIMALS, WITH REGROUPING	43.6
4-OP2	SUBTRACT (HORIZ.): 2 SIGNED INTEGERS, WITH REGROUPING	50.1
5-OP2	SUBTRACT (HORIZ.): 2 MIXED NUMBERS, WITH RENAMING AND REGROUPING	19.9
6-OP3	MULTIPLY (VERT.): 2 DECIMALS, WITH REGROUPING	69.2
7-OP3	MULTIPLY (HORIZ.): 3 FRACTIONS, WITH REDUCING	38.4
8-OP3	MULTIPLY: FIND PERCENTAGE OF GIVEN WHOLE NUMBER	48.1
9-OP4	DIVIDE (HORIZ.): DECIMAL BY WHOLE NUMBER	71.8
10-OP4	DIVIDE (VERT.): DECIMAL BY DECIMAL	43.9

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MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1	SELECT APPROPRIATE UNIT TO MEASURE AREA, METRIC	40.8
2-ME1	SELECT APPROPRIATE UNIT TO MEASURE LENGTH, METRIC	38.4
3-ME2	ESTIMATE LENGTH, CUSTOMARY, UNIT PICTURED	50.9
4-ME2	ESTIMATE AREA, CUSTOMARY, UNIT PICTURED	28.5
5-ME3	USE RULER TO DETERMINE DISTANCE AROUND PICTURED FIGURE, METRIC	23.5
6-ME3	USE PROTRACTOR TO DETERMINE MEASURE OF ANGLE (< 90 DEGREES)	30.1
7-ME4	ADD UNITS OF TIME, WITH CONVERSION	43.0
8-ME4	SUBTRACT UNITS OF TIME, WITH CONVERSION	15.4
9-ME5	USE SCALE DRAWING TO ESTIMATE DISTANCE, METRIC	33.2
10-ME5	USE SCALE DRAWING TO ESTIMATE WIDTH, CUSTOMARY	25.0

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE2	DETERMINE THE TRIANGLE CONGRUENT TO TRIANGLE EMBEDDED IN GIVEN FIGURE	41.6
2-GE2	DETERMINE THE TRIANGLE CONGRUENT TO GIVEN TRIANGLE	64.0
3-GE2	DETERMINE THE TRIANGLE SIMILAR TO GIVEN TRIANGLE	18.4
4-GE3	DETERMINE THE PERIMETER OF A PARALLELOGRAM, METRIC	32.8
5-GE3	DETERMINE THE CIRCUMFERENCE OF A CIRCLE, CUSTOMARY	24.3
6-GE3	DETERMINE THE AREA OF A RECTANGLE, CUSTOMARY	27.0
7-GE3	DETERMINE THE AREA OF A PARALLELOGRAM, METRIC	23.4
8-GE3	DETERMINE THE AREA OF A TRIANGLE, CUSTOMARY	35.1
9-GE3	DETERMINE THE VOLUME OF A RECTANGULAR SOLID, METRIC	45.7
10-GE3	DETERMINE THE VOLUME OF A RECTANGULAR SOLID, CUSTOMARY	39.9

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PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATION	51.5
2-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CIRCLE GRAPH, ESTIMATION	28.9
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A MAP, ESTIMATION	31.1
4-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION	64.3
5-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION, MONEY	46.9
6-PS0	SOLVE A PROBLEM: SINGLE OPERATION, CIRCUMFERENCE	55.4
7-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY	42.4
8-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, PERCENT, MONEY	41.6
9-PS0	SOLVE A PROBLEM: SINGLE OPERATION, TIME, CONVERSION, EXTRANEOUS INFORMATION	26.5
10-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, USING A CHART, MONEY	25.5

APPENDIX E

**BSAP TEST RESULTS BY DISTRICT, 1981-89
GRADES 1, 2, 3, 6, AND 8**

PSAF DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	G8	G6	G8	
ABBEVILLE	1980-1981	66.3	63.6	70.9	47.9	49.6	60.9	72.8	74.4	38.8	35.9	*	*	*
	1981-1982	73.4	72.0	76.8	55.4	44.0	69.5	68.2	78.7	38.2	33.2	*	*	*
	1982-1983	81.0	81.2	78.8	53.8	56.7	78.3	86.9	81.9	46.4	38.1	67.3	62.5	37.3
	1983-1984	83.7	75.9	80.4	64.1	63.4	86.9	88.0	85.8	52.3	46.5	71.8	76.0	36.9
	1984-1985	81.3	87.4	87.1	64.0	63.5	84.4	92.2	87.9	60.3	50.4	75.2	76.0	33.2
	1985-1986	84.4	86.8	93.5	69.5	78.1	84.9	91.8	87.7	63.4	51.4	76.0	82.5	34.7
	1986-1987	83.6	90.0	87.4	78.7	72.3	80.3	92.6	83.2	66.4	63.5	77.3	76.0	31.1
	1987-1988	82.4	88.4	91.1	71.0	75.3	81.9	93.0	83.4	66.7	67.0	72.8	70.5	29.1
	1988-1989	84.9	90.4	92.0	76.6	80.5	88.3	90.7	89.6	78.0	69.2	73.1	82.9	26.9
AIKEN	1980-1981	68.4	60.4	67.3	55.3	51.5	67.2	68.2	60.3	49.9	45.5	*	*	*
	1981-1982	69.4	72.8	69.1	60.7	50.0	64.8	70.5	67.6	51.7	42.3	*	*	*
	1982-1983	76.7	72.3	78.4	68.6	60.8	75.0	75.6	74.6	58.2	44.2	67.6	64.1	34.3
	1983-1984	80.7	81.3	77.4	70.4	65.5	81.1	79.9	78.1	58.8	54.1	76.1	73.8	34.2
	1984-1985	80.6	81.2	85.3	66.0	66.3	82.7	83.5	79.3	60.7	59.8	71.6	77.7	30.1
	1985-1986	79.2	77.3	84.1	76.1	73.5	80.5	81.2	73.8	69.3	65.6	75.2	80.0	29.2
	1986-1987	78.7	82.5	81.2	75.2	70.2	78.6	80.9	74.5	71.5	72.9	73.1	74.6	27.4
	1987-1988	79.5	80.3	83.2	78.4	73.9	82.6	85.3	77.7	66.7	67.8	74.7	79.0	26.6
	1988-1989	85.5	82.8	84.9	78.1	75.6	89.4	88.5	83.8	69.7	75.8	76.5	78.4	26.7
ALLENDALE	1980-1981	68.2	62.2	62.5	45.1	41.6	67.0	64.0	40.5	32.6	39.6	*	*	*
	1981-1982	57.3	63.7	62.3	52.5	38.9	51.2	50.3	51.6	41.9	31.1	*	*	*
	1982-1983	66.7	52.3	67.8	55.1	36.9	77.1	56.5	55.7	36.8	26.8	56.8	35.6	76.1
	1983-1984	71.8	65.9	61.0	48.3	46.7	77.4	76.2	62.8	40.2	41.2	49.4	50.7	74.7
	1984-1985	74.2	74.9	70.2	55.8	43.0	80.9	78.0	62.3	47.7	41.9	68.2	56.3	67.9
	1985-1986	68.6	73.2	76.9	62.8	60.5	80.1	84.4	75.1	54.7	42.3	66.1	65.6	80.0
	1986-1987	79.8	76.9	76.3	72.9	54.4	87.5	80.1	85.0	64.1	54.4	61.8	64.2	74.5
	1987-1988	77.0	70.3	82.3	56.9	63.7	84.4	89.8	82.0	54.2	57.2	59.4	63.1	74.3
	1988-1989	84.1	70.2	77.8	66.9	70.3	94.4	75.9	69.6	65.9	75.5	54.1	82.6	70.6
ANDERSON 1	1980-1981	78.6	71.7	73.2	62.3	62.3	80.1	81.3	67.3	53.6	52.1	*	*	*
	1981-1982	75.5	76.5	76.0	73.2	60.6	78.3	75.9	69.8	61.3	44.9	*	*	*
	1982-1983	91.5	88.3	91.5	79.0	72.2	92.0	93.2	92.1	81.9	50.5	81.9	72.9	19.1
	1983-1984	96.3	90.7	93.2	78.8	77.2	97.4	93.3	92.9	78.4	78.3	83.6	85.2	18.4
	1984-1985	91.9	92.0	91.6	79.8	81.4	92.7	93.0	89.1	84.7	72.8	86.3	88.3	16.6
	1985-1986	94.1	91.5	96.0	87.0	87.6	96.1	93.7	93.0	84.9	74.5	88.2	89.4	16.0
	1986-1987	96.1	96.2	96.8	85.3	79.5	95.2	95.1	92.8	75.6	83.3	83.4	80.2	14.0
	1987-1988	93.6	87.4	91.0	79.1	79.7	95.3	91.7	91.0	77.3	81.2	77.2	82.5	12.4
	1988-1989	91.3	87.1	90.0	84.9	80.9	93.9	95.6	88.6	75.5	86.4	85.1	85.9	11.8
ANDERSON 2	1980-1981	74.5	63.2	74.2	62.5	64.0	72.3	74.0	67.2	54.4	44.5	*	*	*
	1981-1982	81.5	68.4	75.9	66.3	66.8	74.7	61.8	77.8	41.1	55.6	*	*	*
	1982-1983	76.5	75.5	74.7	67.2	73.1	80.1	75.8	80.2	56.9	58.1	68.7	71.1	25.3
	1983-1984	83.8	78.6	84.9	76.2	75.1	83.8	82.2	87.9	76.9	65.3	73.3	77.7	24.8
	1984-1985	80.9	77.8	96.0	63.4	74.3	79.8	77.2	89.3	71.7	74.0	84.9	83.0	22.1
	1985-1986	87.1	85.3	93.3	74.9	77.7	86.7	89.9	90.6	64.2	72.5	72.5	79.4	22.4
	1986-1987	87.1	90.8	94.4	80.3	73.2	86.3	92.4	88.0	82.5	71.9	74.5	79.4	20.1
	1987-1988	80.3	90.2	96.0	81.3	71.7	84.5	92.4	92.5	80.9	73.4	76.1	76.4	17.4
	1988-1989	89.9	91.5	93.6	76.5	73.3	89.3	97.2	92.8	82.2	74.3	77.3	81.8	16.5

PSAT DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	G8	G6	G8	
ANDERSON 3	1980-1981	68.9	67.4	74.0	55.0	55.0	74.2	72.1	66.1	41.3	39.9	*	*	*
	1981-1982	77.2	70.2	77.6	65.7	49.5	71.8	66.7	74.0	53.5	22.0	*	*	*
	1982-1983	81.6	76.2	74.6	69.0	58.7	81.0	74.6	69.6	58.4	36.3	70.6	60.3	26.8
	1983-1984	87.7	75.8	82.1	72.0	65.7	85.1	77.7	75.4	59.4	50.2	70.5	74.8	26.9
	1984-1985	89.0	84.3	90.0	80.6	78.5	87.9	91.6	90.0	70.0	64.9	83.1	82.3	22.0
	1985-1986	90.4	90.6	93.7	74.3	72.7	90.9	90.1	91.1	69.6	64.9	76.6	83.7	24.0
	1986-1987	91.6	90.8	94.7	82.4	73.1	91.0	91.3	90.2	70.4	64.0	77.3	74.1	21.7
	1987-1988	85.8	85.7	92.2	81.8	84.0	89.9	92.5	91.0	66.5	80.7	80.9	85.8	20.9
	1988-1989	83.2	92.0	89.4	77.0	75.7	89.6	94.3	90.1	68.3	76.9	82.7	82.3	21.2
ANDERSON 4	1980-1981	77.5	75.1	79.5	60.9	59.3	73.6	84.7	64.2	45.7	47.8	*	*	*
	1981-1982	75.0	85.0	82.1	66.3	61.4	70.5	79.4	72.8	52.9	39.8	*	*	*
	1982-1983	83.3	85.6	84.0	76.3	64.3	78.5	91.4	87.4	64.2	30.7	87.9	71.6	31.6
	1983-1984	85.4	83.4	91.7	75.4	71.2	87.0	92.0	88.2	59.6	49.5	79.3	78.4	31.5
	1984-1985	89.4	91.6	87.0	80.6	77.5	86.9	94.4	76.9	67.7	54.5	93.0	80.1	27.5
	1985-1986	80.0	84.3	91.9	79.5	82.0	85.5	89.3	89.8	71.6	64.8	87.4	75.4	26.8
	1986-1987	92.3	95.4	92.3	80.4	68.6	91.9	94.3	85.2	78.2	69.6	83.2	78.2	24.2
	1987-1988	85.6	90.5	92.6	76.7	81.9	88.7	95.5	85.2	65.7	71.8	84.2	82.4	23.0
	1988-1989	93.3	92.4	87.2	74.1	80.6	95.9	98.3	89.3	72.0	72.4	79.8	87.6	21.2
ANDERSON 5	1980-1981	71.8	72.7	77.4	69.1	59.2	73.9	80.4	68.0	56.2	42.9	*	*	*
	1981-1982	75.3	71.8	79.7	72.0	57.3	75.7	69.6	83.2	59.8	38.8	*	*	*
	1982-1983	76.9	74.8	84.1	74.2	61.6	80.6	81.0	82.7	65.1	45.6	74.6	71.4	30.9
	1983-1984	82.6	82.4	85.7	75.6	63.6	84.1	88.1	86.4	67.1	50.1	82.9	74.8	30.7
	1984-1985	85.6	83.4	88.6	82.7	65.7	86.7	90.2	83.6	73.5	58.0	82.6	79.0	28.2
	1985-1986	86.1	85.0	91.4	74.6	72.4	86.3	89.2	88.5	75.6	59.5	82.0	76.3	30.0
	1986-1987	86.1	85.5	91.0	84.6	79.8	85.8	88.7	85.1	77.1	76.8	81.9	78.7	28.1
	1987-1988	85.7	88.2	89.8	84.0	79.9	88.2	92.4	87.0	76.3	79.0	77.4	82.3	25.0
	1988-1989	89.8	86.7	88.9	83.6	82.1	90.2	94.1	88.5	80.5	83.2	79.8	87.4	24.7
BAMBERG 1	1980-1981	73.3	60.1	68.9	45.5	51.2	65.9	62.2	60.5	43.1	35.5	*	*	*
	1981-1982	79.1	57.2	58.1	57.5	42.6	66.2	56.5	54.7	34.1	32.2	*	*	*
	1982-1983	89.1	64.7	64.6	54.1	48.7	81.5	81.2	61.1	50.9	28.0	59.7	65.3	62.7
	1983-1984	77.4	74.6	75.2	62.3	47.4	80.8	81.0	70.6	47.3	42.5	69.7	60.9	63.8
	1984-1985	84.2	84.3	89.6	71.1	63.0	80.8	92.6	74.6	53.0	52.7	79.9	80.7	59.6
	1985-1986	71.4	83.7	85.2	61.4	64.5	72.7	90.7	85.2	61.3	55.9	72.3	69.7	60.7
	1986-1987	81.8	76.6	85.0	75.2	67.3	84.8	75.8	68.4	62.8	65.8	81.4	78.2	57.0
	1987-1988	83.9	74.3	78.4	85.5	63.6	87.2	94.7	87.9	75.0	67.1	91.1	76.2	56.3
	1988-1989	79.0	88.5	72.2	78.9	70.6	83.0	96.2	76.2	76.3	64.1	82.5	85.6	52.7
BAMBERG 2	1980-1981	49.6	39.6	37.3	45.1	37.3	55.2	52.8	35.7	34.8	18.4	*	*	*
	1981-1982	47.5	33.9	41.5	50.0	36.4	51.7	38.6	44.2	36.3	18.2	*	*	*
	1982-1983	76.8	73.1	58.5	43.3	48.6	71.2	80.7	68.3	46.3	18.3	52.1	64.2	79.5
	1983-1984	85.4	64.8	58.7	46.9	45.1	81.0	68.5	72.5	43.4	74.3	46.9	76.1	79.4
	1984-1985	78.9	78.6	69.8	41.7	53.2	76.6	81.0	67.2	37.5	61.5	53.3	68.8	76.6
	1985-1986	59.5	66.1	79.4	46.2	54.1	77.0	68.8	60.3	46.2	41.3	47.2	67.0	76.4
	1986-1987	69.2	57.6	83.7	77.6	55.5	76.7	72.7	75.0	44.9	56.3	59.8	44.4	77.3
	1987-1988	69.5	65.0	85.4	64.9	58.2	73.8	83.3	83.3	38.6	67.3	67.0	54.6	74.4
	1988-1989	72.6	67.2	78.4	57.3	64.6	77.0	95.3	91.0	60.0	63.5	59.6	61.5	69.9

BSAF DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAF READING % MEETING STANDARD					BSAF MATHEMATICS % MEETING STANDARD					BSAF WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	G8	G6	G8	
BARNWELL 19	1980-1981	63.6	57.9	64.9	55.8	28.2	70.8	76.8	73.4	44.2	15.4	*	*	*
	1981-1982	50.0	56.3	74.7	54.8	41.6	56.0	72.5	75.8	43.0	27.3	*	*	*
	1982-1983	66.3	69.2	90.1	48.1	61.9	79.1	85.9	84.0	47.2	51.5	48.1	55.7	73.2
	1983-1984	82.4	78.3	90.9	54.3	64.5	79.1	91.6	94.8	54.7	58.1	54.7	76.1	72.4
	1984-1985	89.0	77.4	93.6	61.3	62.8	87.8	94.0	91.0	69.9	62.4	58.1	79.8	69.8
	1985-1986	76.3	96.2	87.2	81.2	69.5	87.1	96.2	79.1	87.0	65.9	79.7	78.6	66.3
	1986-1987	96.7	95.3	94.2	76.5	62.2	95.6	96.5	98.8	63.0	70.7	60.5	73.2	63.1
	1987-1988	98.9	96.7	96.9	74.7	84.6	95.7	96.7	100.0	82.9	75.4	77.1	74.6	58.0
	1988-1989	100.0	87.5	95.7	75.0	92.3	92.3	89.6	100.0	80.7	84.6	75.0	80.8	57.9
BARNWELL 29	1980-1981	79.1	48.8	63.5	47.3	27.1	68.6	54.2	67.1	47.3	20.0	*	*	*
	1981-1982	61.5	55.7	57.7	58.4	45.0	51.3	53.4	57.7	53.2	25.0	*	*	*
	1982-1983	54.1	63.6	62.4	41.8	41.2	51.8	62.3	64.7	49.5	27.5	70.3	50.0	53.2
	1983-1984	69.9	52.9	57.1	55.9	55.0	71.1	58.3	80.5	52.7	69.1	69.9	67.1	51.4
	1984-1985	81.3	84.0	84.1	62.9	53.7	87.5	97.3	84.1	62.3	63.7	62.9	73.7	46.7
	1985-1986	83.7	75.9	79.5	65.0	69.5	81.4	90.4	79.5	58.7	62.2	80.0	76.8	47.6
	1986-1987	86.7	86.4	92.7	71.0	66.2	82.7	97.1	78.0	63.8	75.4	72.5	64.6	46.3
	1987-1988	88.8	87.4	89.3	82.1	82.7	85.9	85.2	83.8	59.0	77.6	71.8	66.7	45.7
	1988-1989	86.5	72.6	92.2	71.6	71.6	92.0	78.4	93.6	73.0	88.1	64.4	77.6	42.1
BARNWELL 45	1980-1981	62.1	54.6	57.3	53.6	44.9	53.7	63.2	48.3	42.2	36.1	*	*	*
	1981-1982	68.1	74.5	61.7	62.4	57.7	69.1	83.0	60.1	49.7	38.3	*	*	*
	1982-1983	76.7	68.0	80.1	59.6	53.8	83.6	76.2	75.2	47.9	41.9	72.2	62.7	46.8
	1983-1984	69.0	71.5	64.1	55.9	55.1	81.4	66.8	71.2	42.9	47.3	68.0	81.5	45.5
	1984-1985	81.7	81.0	75.6	52.7	62.4	84.0	82.8	81.3	51.1	52.5	76.2	78.7	42.2
	1985-1986	72.7	88.7	89.6	67.3	73.8	74.7	97.4	94.0	61.4	52.9	80.1	86.7	41.6
	1986-1987	82.5	90.3	95.0	75.4	65.7	81.9	96.1	96.2	69.5	70.3	77.5	76.7	37.7
	1987-1988	91.3	89.9	92.4	70.5	62.1	91.4	97.2	94.3	64.0	69.2	71.3	89.1	38.3
	1988-1989	94.0	96.8	91.5	73.0	75.7	97.6	97.1	94.9	76.2	76.2	84.3	91.4	36.2
BEAUFORT	1980-1981	64.9	59.9	61.8	51.1	37.6	60.4	65.5	49.9	39.9	37.0	*	*	*
	1981-1982	68.0	65.1	61.3	54.5	43.6	62.1	53.4	59.0	43.0	39.1	*	*	*
	1982-1983	71.6	62.2	68.3	58.2	43.4	68.0	69.1	62.8	53.5	30.3	75.0	56.9	49.0
	1983-1984	79.3	66.2	69.8	59.1	48.7	75.2	68.4	64.6	43.1	40.1	66.6	68.5	49.0
	1984-1985	80.4	69.6	76.7	62.6	53.5	80.7	78.3	67.2	54.4	45.4	70.9	73.3	42.3
	1985-1986	80.3	77.4	83.2	71.3	58.6	84.3	82.4	69.4	65.0	48.2	76.1	74.0	41.9
	1986-1987	85.0	80.5	84.9	76.5	59.6	84.7	81.6	79.8	69.7	58.0	78.5	70.3	38.4
	1987-1988	85.9	81.1	84.0	77.6	59.1	86.6	86.5	78.1	71.9	53.8	77.6	72.7	37.1
	1988-1989	84.1	77.8	83.3	74.1	63.5	87.1	86.1	79.6	70.9	64.0	78.0	78.1	35.2
BEPKELEY	1980-1981	70.4	65.3	72.9	55.5	56.5	70.2	72.9	65.2	50.6	55.9	*	*	*
	1981-1982	73.7	71.2	73.7	69.1	56.5	69.4	69.1	72.0	53.3	47.5	*	*	*
	1982-1983	73.7	69.1	79.3	62.8	53.8	76.3	77.9	75.2	55.0	42.2	67.8	67.7	31.8
	1983-1984	80.7	73.7	79.7	64.8	66.7	82.7	84.1	78.1	56.9	55.0	74.2	76.2	30.2
	1984-1985	82.5	77.9	82.8	63.3	65.8	83.1	83.4	76.8	58.5	57.1	77.3	76.3	27.9
	1985-1986	83.1	79.6	87.7	68.4	72.4	86.3	87.2	82.8	64.1	59.6	74.7	79.8	27.4
	1986-1987	83.5	84.3	86.1	74.5	74.0	85.1	88.9	82.8	72.1	69.8	75.6	74.6	27.8
	1987-1988	84.9	84.1	87.4	74.0	76.3	88.3	91.2	85.8	72.3	72.4	78.2	77.2	24.7
	1988-1989	89.4	86.4	89.4	78.0	77.7	91.3	93.1	90.9	78.3	75.2	75.8	82.6	24.1

BSAF DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	G8	G6	G8	
CALHOUN	1980-1981	69.8	45.6	57.8	36.1	28.6	64.3	62.2	54.4	25.0	19.9	*	*	*
	1981-1982	78.5	58.5	63.6	34.6	36.7	75.0	45.6	66.4	24.0	17.6	*	*	*
	1982-1983	72.0	60.7	68.9	30.4	36.4	80.0	69.8	64.2	26.6	20.7	36.7	41.8	87.4
	1983-1984	65.7	64.1	73.5	44.7	33.8	80.6	72.1	78.9	41.2	38.1	48.8	53.7	84.5
	1984-1985	88.0	65.5	67.9	47.9	39.3	90.4	77.6	73.6	38.3	33.5	43.7	49.1	79.1
	1985-1986	88.1	75.3	85.4	66.4	58.3	89.9	86.4	79.4	54.7	51.9	71.1	66.0	75.9
	1986-1987	91.9	85.6	96.9	63.0	51.9	91.3	91.8	91.7	52.7	67.4	56.8	60.5	72.0
	1987-1988	86.9	77.5	89.2	65.1	72.0	86.3	83.9	85.4	56.2	71.2	57.0	74.6	65.3
	1988-1989	93.1	83.3	85.9	69.5	66.6	90.9	94.2	95.6	61.6	61.3	76.6	79.7	64.2
CHARLESTON	1980-1981	74.8	67.9	71.7	55.0	47.6	71.4	74.8	66.3	45.5	36.0	*	*	*
	1981-1982	76.6	74.8	71.4	61.6	51.8	71.2	66.9	67.9	47.4	33.7	*	*	*
	1982-1983	75.5	73.7	83.4	64.2	57.2	74.4	75.7	77.3	51.3	37.5	67.1	66.4	45.0
	1983-1984	80.2	80.4	83.7	71.6	58.9	80.8	84.6	83.7	60.0	49.5	72.6	72.0	45.8
	1984-1985	80.4	82.6	89.5	72.5	71.4	83.0	86.4	83.6	65.1	57.0	73.5	78.7	41.9
	1985-1986	80.0	84.3	91.4	78.9	78.0	84.3	87.0	83.6	69.6	64.1	79.0	77.5	42.0
	1986-1987	82.2	87.5	93.6	83.8	78.7	84.2	89.2	87.6	74.5	69.6	77.4	73.1	40.4
	1987-1988	84.7	88.5	92.9	81.0	79.9	86.9	90.7	87.1	70.5	74.6	75.8	80.3	39.9
	1988-1989	84.5	87.3	90.8	81.8	79.4	88.1	91.4	87.3	74.8	74.6	78.9	85.2	39.3
CHEROKEE	1980-1981	74.1	50.3	62.1	52.8	42.7	74.8	64.2	66.0	56.4	42.0	*	*	*
	1981-1982	66.8	58.3	57.3	54.9	42.2	69.3	55.7	66.8	48.0	37.9	*	*	*
	1982-1983	74.8	61.6	67.6	53.3	47.9	77.2	75.6	77.1	59.4	29.1	76.1	70.3	38.1
	1983-1984	81.4	69.4	74.1	57.9	48.7	82.0	84.5	80.4	60.6	39.3	73.3	70.4	37.9
	1984-1985	84.6	76.0	81.0	64.4	52.9	84.7	86.5	80.9	63.2	45.0	74.4	75.7	34.6
	1985-1986	84.1	78.0	85.3	72.4	66.8	84.1	90.7	82.1	77.5	45.2	81.3	74.7	33.5
	1986-1987	85.7	81.9	85.4	78.7	59.9	82.0	90.8	87.5	78.4	60.2	83.0	67.4	29.7
	1987-1988	88.2	79.3	84.2	78.3	63.7	88.4	90.6	88.9	74.5	60.6	82.2	78.4	28.4
	1988-1989	91.8	79.5	85.2	76.4	62.9	91.4	93.5	88.8	76.9	60.6	83.7	78.0	27.4
CHESTER	1980-1981	49.2	40.0	54.3	36.5	38.8	58.4	44.4	52.9	32.6	32.2	*	*	*
	1981-1982	53.7	40.9	45.9	43.6	36.7	55.0	37.9	49.3	32.0	26.7	*	*	*
	1982-1983	58.2	49.4	55.6	48.4	46.9	62.7	62.0	61.0	46.4	25.1	60.9	54.3	46.6
	1983-1984	61.2	57.5	60.8	54.5	46.7	77.7	71.3	67.6	39.4	33.8	60.8	61.0	46.2
	1984-1985	71.3	63.9	72.5	61.8	58.8	80.5	78.0	79.0	60.6	42.9	67.2	68.7	43.3
	1985-1986	78.1	68.1	79.2	63.8	65.1	78.0	71.4	75.9	62.5	48.6	70.8	76.1	43.7
	1986-1987	77.7	75.3	80.9	73.8	62.3	83.7	86.9	79.0	67.7	60.5	67.1	71.8	40.3
	1987-1988	80.7	77.6	76.9	73.2	66.5	87.8	90.4	77.3	68.1	58.6	76.4	76.4	36.9
	1988-1989	82.6	79.6	78.8	68.6	60.5	91.9	90.3	80.4	72.2	55.2	70.9	78.7	35.8
CHESTERFIELD	1980-1981	59.4	49.4	60.1	49.2	42.9	68.3	62.5	61.3	36.8	32.8	*	*	*
	1981-1982	63.3	56.4	65.7	50.2	45.7	62.9	55.1	66.1	35.4	30.0	*	*	*
	1982-1983	70.9	65.1	76.2	58.0	51.0	74.2	68.2	78.0	53.9	30.7	66.5	53.3	49.0
	1983-1984	70.6	64.8	72.8	66.0	54.1	74.7	73.5	73.8	57.4	43.4	69.6	60.7	47.9
	1984-1985	74.2	68.6	79.9	71.6	69.5	77.4	73.1	77.3	65.3	52.7	71.4	80.2	43.4
	1985-1986	69.4	64.6	79.9	68.4	72.0	71.1	73.1	81.0	61.8	57.1	77.2	78.8	45.9
	1986-1987	72.7	75.7	80.4	68.7	72.1	78.1	80.7	77.7	59.7	71.5	72.7	71.1	41.7
	1987-1988	83.6	79.3	83.6	66.2	71.0	84.6	87.9	82.4	56.4	69.9	69.3	78.9	38.2
	1988-1989	78.9	77.8	76.6	67.3	70.4	81.6	84.2	81.7	60.3	66.3	74.0	78.7	37.2

BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	G8	G6	G8	
CLARENDON 1	1980-1981	53.8	29.7	38.5	26.4	12.7	47.4	50.0	35.9	15.7	5.7	*	*	*
	1981-1982	63.6	18.8	44.2	20.2	12.2	47.7	38.8	87.5	13.8	13.3	*	*	*
	1982-1983	57.7	34.1	35.9	25.2	15.2	55.7	47.1	43.6	43.2	2.2	29.1	15.2	98.4
	1983-1984	65.3	64.0	56.4	43.9	28.0	66.9	82.6	74.4	35.6	33.7	46.9	30.6	103.9
	1984-1985	75.4	43.8	66.7	28.7	35.1	66.1	58.0	62.2	29.6	68.4	44.4	62.3	96.7
	1985-1986	76.4	52.3	61.9	38.9	47.8	81.3	61.7	66.0	36.1	59.3	41.7	54.9	94.7
	1986-1987	85.9	80.0	68.6	52.6	47.5	80.7	87.6	80.0	53.9	31.3	51.3	42.0	91.9
	1987-1988	85.3	77.7	73.4	50.5	41.5	85.3	93.8	76.1	31.9	56.9	53.8	43.1	89.3
	1988-1989	87.8	76.0	73.7	61.9	54.4	87.0	89.0	67.5	62.9	57.4	74.2	58.2	89.6
CLARENDON 2	1980-1981	70.4	46.4	54.5	38.8	36.3	65.5	57.0	50.2	47.1	40.5	*	*	*
	1981-1982	54.9	59.5	52.2	49.8	41.3	60.3	58.0	63.3	43.4	34.3	*	*	*
	1982-1983	60.2	62.4	70.5	57.6	52.4	63.7	63.4	66.2	56.2	36.0	52.4	62.9	65.2
	1983-1984	80.4	53.1	65.9	56.2	49.2	79.4	62.8	64.9	45.0	45.8	58.9	69.0	64.8
	1984-1985	88.7	77.0	75.6	66.8	63.9	89.8	89.3	83.7	67.7	58.2	65.6	82.4	59.4
	1985-1986	80.4	74.5	84.7	75.7	66.2	77.7	90.9	83.5	72.9	58.8	69.4	73.3	51.8
	1986-1987	80.8	78.4	79.8	75.8	65.7	78.7	83.6	79.1	73.1	69.1	65.5	61.3	51.5
	1987-1988	88.0	71.6	84.2	81.1	74.4	92.0	94.4	90.1	80.0	74.0	72.8	79.0	49.5
	1988-1989	94.7	79.8	88.3	78.7	69.9	97.5	91.0	94.3	71.5	79.5	72.3	82.5	47.0
CLARENDON 3	1980-1981	56.0	74.4	72.1	38.3	43.2	47.6	78.0	58.3	33.3	41.9	*	*	*
	1981-1982	43.4	66.7	64.4	44.7	39.8	30.1	69.5	66.7	38.2	58.1	*	*	*
	1982-1983	55.1	63.3	78.0	42.0	36.7	50.0	82.3	80.5	45.1	38.9	55.4	42.6	62.4
	1983-1984	77.3	84.1	74.1	53.5	55.8	80.0	97.6	69.0	40.9	55.8	60.9	76.9	62.7
	1984-1985	89.3	81.9	83.0	61.9	56.9	89.3	90.4	88.6	47.6	59.6	60.0	67.9	58.8
	1985-1986	78.6	72.2	81.3	79.8	73.2	80.6	79.6	69.8	66.0	69.1	80.9	73.2	60.7
	1986-1987	82.0	76.2	87.1	84.0	77.0	78.1	82.0	60.2	78.4	81.6	76.0	59.8	53.9
	1987-1988	80.2	77.5	93.1	84.0	86.3	83.8	91.7	88.1	69.1	90.0	72.6	85.0	51.9
	1988-1989	79.8	81.6	87.3	85.7	81.5	79.8	89.8	83.6	76.6	90.8	77.5	83.1	51.1
COLLETON	1980-1981	58.2	52.0	59.2	43.2	38.7	49.7	57.3	52.4	33.5	37.7	*	*	*
	1981-1982	69.8	68.7	63.2	51.7	41.6	52.6	56.4	53.7	46.1	39.5	*	*	*
	1982-1983	66.5	67.6	73.9	51.6	41.9	64.3	70.3	74.3	41.3	31.9	65.5	53.2	58.4
	1983-1984	75.0	69.7	74.7	59.2	52.9	72.1	78.7	70.3	48.9	44.2	64.9	56.7	61.1
	1984-1985	77.3	74.5	78.5	60.1	56.4	78.9	85.7	75.4	54.6	47.2	66.9	65.5	53.4
	1985-1986	73.9	73.2	81.6	65.3	65.3	80.6	80.5	70.9	57.6	49.1	73.5	70.3	51.4
	1986-1987	85.2	77.1	81.9	73.7	69.0	81.2	80.0	72.8	60.6	64.1	72.3	66.8	48.2
	1987-1988	87.2	78.4	79.0	66.3	72.7	88.0	87.3	77.0	60.9	71.2	65.4	77.5	48.6
	1988-1989	85.3	79.8	80.7	74.8	73.8	86.8	89.6	86.6	61.5	68.3	71.7	76.3	50.2
DARLINGTON	1980-1981	72.9	56.0	62.6	49.3	44.7	71.0	69.0	59.7	37.4	35.3	*	*	*
	1981-1982	78.7	66.8	65.3	55.2	40.5	74.6	67.9	65.8	42.2	32.4	*	*	*
	1982-1983	81.3	65.8	68.1	52.9	48.0	80.1	71.3	75.0	54.7	34.6	63.2	62.6	51.8
	1983-1984	81.9	72.3	74.2	60.4	45.2	84.2	77.3	79.3	48.0	39.9	68.1	62.4	49.6
	1984-1985	84.0	74.7	81.3	62.0	50.8	85.3	80.7	81.7	56.8	48.8	74.4	70.3	48.6
	1985-1986	86.9	77.8	82.4	66.4	60.7	86.3	82.4	77.4	61.2	49.8	79.0	69.4	49.3
	1986-1987	88.8	83.6	83.5	69.6	65.2	84.0	82.1	76.1	63.7	63.0	73.7	70.1	46.1
	1987-1988	84.6	84.1	83.7	73.5	62.5	85.2	89.4	79.5	63.1	66.2	80.2	71.9	48.1
	1988-1989	89.3	84.2	83.9	72.9	65.9	91.6	89.7	85.1	61.2	75.3	74.3	80.0	42.1

PSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	G8	G4	G8	
DILLON 1	1980-1981	74.3	55.6	73.2	57.6	38.6	82.9	79.0	81.7	56.1	54.2	*	*	*
	1981-1982	63.9	70.3	59.6	57.6	39.3	57.8	70.3	74.2	56.0	36.0	*	*	*
	1982-1983	75.0	59.8	76.0	47.1	59.4	76.0	80.5	84.0	61.8	59.4	64.7	68.1	64.6
	1983-1984	84.5	70.1	65.1	63.9	59.0	70.1	88.3	81.4	73.5	72.3	72.3	77.1	67.8
	1984-1985	88.0	75.9	80.3	61.0	53.7	80.7	86.2	84.5	61.0	55.2	81.8	62.7	63.6
	1985-1986	69.3	74.4	82.9	68.8	70.7	78.2	82.2	89.0	67.5	70.7	71.4	78.7	60.4
	1986-1987	81.7	81.4	87.8	68.9	60.0	79.6	87.3	95.6	61.6	51.8	77.0	72.9	60.7
	1987-1988	76.5	89.3	87.5	72.4	72.8	83.3	93.4	88.6	56.6	61.3	73.7	67.5	60.2
	1988-1989	86.9	92.6	92.1	68.4	67.5	92.9	95.1	93.4	75.9	59.0	81.0	71.6	57.0
DILLON 2	1980-1981	63.0	54.3	56.7	52.9	35.8	68.8	59.8	54.1	52.0	29.6	*	*	*
	1981-1982	61.3	49.2	56.4	51.9	41.5	62.0	46.4	67.3	44.9	32.4	*	*	*
	1982-1983	68.0	57.0	59.7	46.8	45.0	64.4	64.2	60.7	47.1	35.0	57.4	56.9	69.0
	1983-1984	80.2	64.2	61.1	50.1	49.7	84.3	76.0	66.9	42.9	45.5	55.0	59.4	65.8
	1984-1985	87.3	62.6	73.1	55.0	48.3	88.9	75.6	76.7	39.8	43.4	66.4	65.8	64.0
	1985-1986	77.4	72.0	77.2	56.3	48.0	86.7	84.5	77.2	54.9	45.3	69.4	73.9	65.5
	1986-1987	85.8	85.8	82.1	66.3	58.7	87.8	90.7	80.9	62.4	62.5	64.5	66.6	62.4
	1987-1988	88.2	77.3	90.6	64.8	54.2	91.6	90.7	81.9	65.1	56.7	68.0	65.4	68.8
	1988-1989	87.9	83.4	81.7	64.1	52.3	90.9	95.7	84.7	63.8	60.8	66.5	63.1	62.1
DILLON 3	1980-1981	80.1	73.3	81.3	47.2	45.6	81.7	73.9	74.8	47.2	44.2	*	*	*
	1981-1982	78.2	71.9	79.1	48.6	35.6	78.7	71.9	70.5	48.5	36.3	*	*	*
	1982-1983	88.8	66.9	85.4	62.1	41.9	85.1	79.9	86.2	64.7	45.3	80.2	42.7	64.9
	1983-1984	89.0	74.7	81.4	59.3	57.0	86.6	76.7	89.3	51.5	63.4	68.5	72.0	65.1
	1984-1985	91.3	77.7	87.8	61.5	66.1	91.9	84.5	79.6	62.5	72.5	73.0	83.5	59.9
	1985-1986	93.4	76.6	87.1	69.8	67.5	91.6	75.9	85.6	66.4	58.3	74.2	82.5	60.8
	1986-1987	90.7	81.6	84.0	73.9	80.1	90.7	84.4	80.6	65.9	86.0	73.2	84.6	57.4
	1987-1988	88.1	89.0	87.7	76.2	83.3	93.7	96.1	81.5	71.0	84.2	69.5	87.7	56.1
	1988-1989	90.4	91.2	94.3	71.0	83.2	89.6	98.0	95.7	61.3	87.4	72.3	88.3	54.5
DORCHESTER 2	1980-1981	79.9	81.4	84.3	77.1	67.5	70.4	83.3	69.6	56.1	56.4	*	*	*
	1981-1982	78.6	83.5	83.4	71.1	69.5	69.8	74.2	73.1	66.6	62.6	*	*	*
	1982-1983	79.1	85.4	87.1	71.0	70.7	77.0	85.8	84.3	66.9	61.2	83.5	75.3	16.0
	1983-1984	76.8	86.8	86.7	74.3	69.1	78.2	87.9	83.6	67.4	66.9	85.7	80.4	16.3
	1984-1985	81.0	86.4	92.5	75.0	76.0	82.3	89.6	84.3	70.9	68.8	87.3	82.2	14.5
	1985-1986	84.3	89.6	91.8	78.4	77.3	87.3	91.5	83.1	68.2	69.0	81.3	82.9	13.4
	1986-1987	88.2	92.2	93.3	87.9	74.6	89.5	92.3	92.6	80.4	81.2	83.5	82.4	13.1
	1987-1988	91.3	90.0	92.9	83.5	78.3	92.9	91.9	92.6	75.2	76.1	84.5	83.7	13.0
	1988-1989	93.0	89.8	92.1	80.6	77.9	95.8	93.4	92.9	76.3	83.8	81.9	87.7	14.1
DORCHESTER 4	1980-1981	*	*	*	*	*	*	*	*	*	*	*	*	*
	1981-1982	*	*	*	*	*	*	*	*	*	*	*	*	*
	1982-1983	*	*	*	*	*	*	*	*	*	*	*	*	*
	1983-1984	*	*	*	*	*	*	*	*	*	*	*	*	*
	1984-1985	*	*	*	*	*	*	*	*	*	*	*	*	*
	1985-1986	*	*	*	*	*	*	*	*	*	*	*	*	*
	1986-1987	88.8	81.8	86.5	71.4	57.8	85.3	78.6	70.3	69.6	47.2	81.0	59.4	58.0
	1987-1988	81.5	81.4	84.7	72.8	64.7	84.1	81.9	82.6	73.4	63.6	79.7	72.7	57.8
	1988-1989	69.0	75.1	77.1	77.3	65.8	92.4	87.6	72.2	69.2	61.8	77.3	82.9	55.9

BSAF DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	CR	G6	G8	
EDGEFIELD	1980-1981	67.1	62.2	73.9	55.3	44.5	65.5	66.3	64.8	53.8	46.9	*	*	*
	1981-1982	64.1	70.7	75.5	57.7	50.2	56.3	53.2	73.4	45.8	48.4	*	*	*
	1982-1983	71.7	69.3	77.7	57.7	56.1	69.0	68.8	81.8	60.0	37.7	62.5	60.2	58.7
	1983-1984	70.3	74.8	77.5	57.9	55.0	69.6	77.4	82.6	61.0	43.2	62.7	62.7	58.9
	1984-1985	77.9	80.7	83.7	66.5	61.2	78.1	86.4	72.8	60.9	58.5	79.1	75.5	52.9
	1985-1986	81.6	75.3	85.1	66.8	75.2	82.8	83.1	85.1	64.9	59.0	75.5	72.9	55.6
	1986-1987	81.8	84.8	90.6	80.6	73.0	81.5	89.2	81.3	70.2	68.7	71.7	72.9	46.9
	1987-1988	82.5	89.0	86.5	78.7	77.9	86.9	94.5	83.5	71.8	65.9	73.5	71.9	47.4
	1988-1989	81.0	86.3	88.3	79.0	77.2	82.5	91.5	90.3	74.9	72.4	70.2	85.3	43.1
FAIRFIELD	1980-1981	50.1	37.1	43.4	31.9	22.7	49.3	47.2	51.0	24.0	22.6	*	*	*
	1981-1982	47.4	38.2	45.2	40.9	25.2	46.0	46.7	61.4	26.9	10.5	*	*	*
	1982-1983	63.6	44.4	51.0	34.0	30.9	68.6	55.0	70.5	27.6	22.7	47.9	42.4	67.9
	1983-1984	71.9	57.5	47.3	43.5	36.5	78.6	74.9	67.7	37.4	30.5	48.5	52.3	70.4
	1984-1985	75.2	63.6	71.6	41.9	46.9	78.5	81.0	79.6	33.1	39.5	56.5	66.7	62.2
	1985-1986	83.4	71.9	70.7	48.9	54.6	83.9	81.1	76.6	48.4	52.1	61.5	65.8	61.6
	1986-1987	89.2	75.0	80.0	59.6	51.8	85.2	79.1	74.1	52.2	62.8	61.6	54.0	55.9
	1987-1988	89.6	78.9	76.7	57.9	54.4	87.4	85.4	77.3	46.3	59.4	60.9	65.9	50.9
	1988-1989	91.8	82.7	81.0	64.1	52.6	90.3	83.7	78.0	60.1	59.6	64.6	75.9	47.3
FLORENCE 1	1980-1981	69.5	55.0	68.4	53.8	53.2	68.1	66.4	61.5	50.9	50.6	*	*	*
	1981-1982	69.8	64.3	69.6	59.6	53.6	61.4	59.6	61.9	53.4	47.1	*	*	*
	1982-1983	70.0	65.9	71.0	56.6	54.5	73.1	66.7	69.6	56.5	41.4	64.9	65.9	40.4
	1983-1984	76.9	68.1	75.2	67.6	57.0	78.6	74.1	74.7	55.9	54.9	74.3	73.4	39.6
	1984-1985	72.7	81.0	84.2	70.8	60.8	74.9	86.1	79.4	61.2	55.8	80.7	72.4	38.7
	1985-1986	82.7	82.7	85.8	73.9	68.3	85.3	85.9	78.8	65.9	57.4	77.0	72.5	39.5
	1986-1987	87.0	91.6	88.2	83.1	70.5	84.4	86.9	84.4	77.6	66.7	80.6	73.5	38.0
	1987-1988	84.2	87.8	90.6	79.3	73.8	85.2	91.5	86.7	76.5	63.9	84.7	77.8	36.4
	1988-1989	89.1	90.6	89.0	84.2	75.5	90.7	93.8	89.6	81.7	74.2	86.4	82.8	35.1
FLORENCE 2	1980-1981	80.8	54.6	73.5	62.7	56.5	79.8	55.7	70.9	50.0	53.3	*	*	*
	1981-1982	63.8	71.9	59.6	58.6	57.4	67.2	63.5	54.5	53.5	43.5	*	*	*
	1982-1983	72.2	75.2	71.2	59.4	62.4	80.2	80.0	70.2	54.5	56.0	55.4	65.1	53.4
	1983-1984	64.1	67.5	66.4	54.3	49.5	64.1	69.2	78.5	45.2	44.2	62.2	66.3	51.6
	1984-1985	78.9	64.7	76.5	61.6	58.9	84.4	78.7	71.8	54.7	55.6	70.9	67.0	49.3
	1985-1986	80.3	79.0	76.8	69.1	71.8	89.8	85.8	76.0	68.8	68.2	74.2	80.0	50.7
	1986-1987	81.8	79.6	78.9	76.9	67.8	90.5	86.3	83.5	65.5	74.4	65.0	74.2	49.0
	1987-1988	87.3	84.0	82.6	73.6	72.0	91.5	98.3	89.6	64.8	83.9	70.2	88.2	47.3
	1988-1989	90.3	83.6	89.7	84.2	69.2	91.2	95.5	98.4	67.7	86.5	84.0	80.8	45.5
FLORENCE 3	1980-1981	55.0	43.9	50.2	41.0	36.5	58.5	53.0	46.6	28.1	30.2	*	*	*
	1981-1982	75.0	54.6	52.3	49.6	34.1	65.4	55.8	50.2	31.5	31.8	*	*	*
	1982-1983	75.6	69.1	57.1	35.7	42.0	73.8	71.0	57.7	34.5	31.2	43.3	45.0	71.8
	1983-1984	73.5	68.1	67.3	47.6	46.8	80.3	70.9	63.5	39.7	45.5	51.1	60.9	71.5
	1984-1985	80.2	74.2	77.6	51.5	53.1	74.7	78.0	68.0	41.3	54.7	57.8	65.5	73.7
	1985-1986	82.6	77.9	77.3	53.7	55.6	82.2	80.4	65.1	52.8	51.4	63.7	65.3	67.8
	1986-1987	85.7	79.7	76.1	66.0	57.5	84.5	85.0	68.6	55.0	66.2	63.7	50.6	65.1
	1987-1988	87.7	86.7	83.7	67.7	64.7	90.7	92.6	88.4	55.0	71.0	64.3	66.7	61.6
	1988-1989	88.0	88.6	80.6	74.9	73.8	90.1	96.7	87.3	68.0	89.8	71.8	80.5	64.4

BSAF DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAF READING % MEETING STANDARD					BSAF MATHEMATICS % MEETING STANDARD					BSAF WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	G8	G6	G8	
FLORENCE 4	1980-1981	40.3	29.5	35.7	13.5	25.9	52.4	43.8	27.8	7.5	9.4	*	*	*
	1981-1982	62.7	47.3	41.2	20.2	32.2	62.7	33.0	36.1	3.4	7.7	*	*	*
	1982-1983	59.4	34.6	37.8	15.3	21.0	60.4	43.3	28.8	13.7	9.0	16.2	25.7	81.2
	1983-1984	67.2	40.0	44.2	28.0	30.6	70.4	57.8	67.3	35.2	17.6	36.0	44.9	82.8
	1984-1985	72.7	62.4	68.4	32.7	28.9	85.5	84.2	76.8	24.0	32.2	47.1	48.9	77.4
	1985-1986	84.5	68.2	79.1	36.9	35.8	89.7	81.1	87.0	30.0	45.9	64.9	57.8	77.0
	1986-1987	88.0	85.1	89.8	60.5	50.5	92.0	88.6	82.1	53.5	62.4	57.0	45.5	71.5
	1987-1988	86.2	78.5	90.3	70.7	62.2	94.0	88.0	80.7	57.3	74.4	62.2	60.0	68.4
	1988-1989	83.5	69.7	77.6	55.2	58.3	84.5	90.0	88.8	59.0	61.7	62.1	67.5	70.0
FLORENCE 5	1980-1981	83.1	78.9	81.6	54.0	42.9	79.8	80.0	87.0	53.8	51.4	*	*	*
	1981-1982	81.6	83.2	72.0	67.0	58.8	75.5	72.6	68.0	75.8	42.3	*	*	*
	1982-1983	82.2	81.7	80.3	60.3	59.6	85.1	79.6	68.4	77.2	41.4	64.4	72.7	45.4
	1983-1984	89.1	84.5	74.7	69.7	61.5	91.0	93.8	85.5	83.7	64.9	76.8	88.7	40.0
	1984-1985	84.1	83.3	78.9	62.1	67.9	85.8	94.8	73.4	53.4	66.1	67.6	85.3	39.1
	1985-1986	81.4	90.4	86.6	74.0	71.1	78.0	93.3	83.0	84.3	67.2	73.2	81.3	39.0
	1986-1987	77.5	93.3	86.3	79.8	72.0	74.4	89.5	76.9	79.8	77.6	81.0	82.2	36.7
	1987-1988	88.1	91.5	89.9	85.6	78.7	92.7	94.3	80.7	82.2	78.0	83.3	82.7	38.5
	1988-1989	76.6	89.4	92.9	94.7	83.2	80.1	96.8	92.0	89.5	88.1	89.5	84.2	36.2
GEORGETOWN	1980-1981	55.7	55.5	56.5	41.9	40.0	56.5	63.3	48.7	42.5	33.7	*	*	*
	1981-1982	61.6	63.4	59.9	54.9	42.9	59.0	62.6	59.3	45.1	32.5	*	*	*
	1982-1983	68.1	67.7	71.0	52.1	45.4	68.3	73.1	64.8	45.2	30.3	58.5	48.6	52.0
	1983-1984	69.3	74.7	77.7	58.2	51.9	72.2	82.0	73.5	47.0	45.6	58.6	55.9	49.1
	1984-1985	73.1	77.6	83.9	64.3	56.0	76.7	85.3	72.0	52.8	51.5	66.4	68.6	48.2
	1985-1986	83.7	80.5	89.5	71.0	66.1	82.6	85.4	82.5	57.9	50.0	73.3	64.2	52.0
	1986-1987	85.6	88.7	91.2	84.3	72.8	87.5	93.3	88.0	73.7	76.9	67.8	67.1	49.0
	1987-1988	87.5	90.2	92.9	83.4	80.7	89.5	94.8	89.4	67.8	77.5	77.5	77.6	46.5
	1988-1989	90.7	90.2	90.4	82.2	75.6	91.4	92.5	89.2	75.3	72.1	73.0	83.2	44.4
GREENVILLE	1980-1981	74.8	68.9	76.0	64.5	60.9	72.0	74.2	86.7	57.1	50.3	*	*	*
	1981-1982	78.3	76.8	77.5	72.2	62.2	73.1	73.3	73.8	58.7	47.9	*	*	*
	1982-1983	78.8	77.2	82.0	71.8	63.2	78.4	82.0	81.8	63.9	48.1	74.2	76.4	27.2
	1983-1984	82.9	83.2	83.6	72.4	66.9	82.1	89.1	84.7	80.4	62.8	78.5	80.5	27.7
	1984-1985	82.4	85.0	88.2	66.6	70.1	83.2	89.6	82.8	66.9	65.2	81.7	84.7	25.3
	1985-1986	82.2	86.2	90.0	72.2	74.6	83.6	88.9	84.5	84.9	67.1	81.8	82.8	24.4
	1986-1987	85.5	89.9	90.8	79.9	76.6	86.1	91.0	89.7	72.7	73.8	81.4	85.7	23.0
	1987-1988	87.7	90.7	89.7	76.6	74.9	88.0	95.0	86.8	71.6	71.6	81.1	86.5	21.0
	1988-1989	87.9	88.2	88.5	76.4	76.4	90.4	91.4	85.7	71.3	75.2	82.5	86.2	20.1
GREENWOOD 50	1980-1981	63.6	58.0	63.7	50.3	49.3	62.8	66.8	57.1	46.9	36.6	*	*	*
	1981-1982	63.1	63.8	68.4	62.1	46.4	59.6	59.7	68.9	47.4	33.9	*	*	*
	1982-1983	66.8	66.1	72.6	60.4	49.9	70.5	75.5	76.7	55.6	38.2	66.8	59.6	34.1
	1983-1984	80.6	72.2	73.3	57.1	54.4	79.3	85.1	79.7	51.5	45.2	65.6	67.8	33.2
	1984-1985	77.8	78.4	82.8	66.8	59.0	81.4	91.1	79.3	68.7	52.6	81.1	74.2	31.3
	1985-1986	78.4	80.1	85.4	70.5	63.5	82.8	87.3	83.5	68.3	55.1	79.8	71.8	33.8
	1986-1987	79.5	81.3	83.2	79.5	63.6	83.2	89.7	87.2	75.0	65.7	77.0	72.2	31.6
	1987-1988	74.7	78.4	79.0	72.7	66.1	83.9	93.5	83.2	70.5	63.5	80.7	73.2	29.5
	1988-1989	81.8	79.4	81.0	78.1	67.0	83.5	89.1	87.4	71.3	67.0	75.7	78.0	29.2

BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD

(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G6	G7	
GREENWOOD 51	1980-1981	87.6	68.6	74.3	76.8	57.7	86.6	82.4	75.2	59.6	50.5	*	*	*
	1981-1982	80.0	72.6	72.4	72.6	55.0	71.8	77.6	81.9	42.4	49.0	*	*	*
	1982-1983	79.5	78.8	76.3	58.5	57.6	86.3	88.2	80.4	60.6	43.4	75.5	73.7	27.4
	1983-1984	81.1	79.7	83.9	68.0	47.8	84.2	88.6	88.0	55.3	41.3	78.6	66.3	26.0
	1984-1985	92.6	83.2	94.5	72.3	60.5	85.1	89.5	95.9	70.3	58.1	73.3	82.6	26.9
	1985-1986	88.9	86.1	92.6	76.0	63.0	87.5	94.1	89.5	78.8	47.2	81.7	75.0	29.9
	1986-1987	90.0	97.1	94.6	85.4	67.0	85.0	98.5	86.0	90.2	74.8	79.0	77.7	24.4
	1987-1988	97.7	93.3	97.2	83.8	74.3	89.7	100.0	94.4	91.3	73.4	72.5	84.4	24.8
	1988-1989	83.1	90.2	90.6	84.3	82.4	86.7	98.8	96.5	88.2	81.2	81.4	80.0	22.1
GREENWOOD 52	1980-1981	86.2	70.8	75.0	46.6	60.8	66.0	68.2	50.0	35.6	47.1	*	*	*
	1981-1982	75.0	68.4	73.1	52.2	48.8	62.0	52.0	57.0	36.6	35.2	*	*	*
	1982-1983	73.3	68.6	64.9	62.3	52.8	80.0	67.6	57.7	54.5	27.4	74.0	63.4	28.6
	1983-1984	77.8	67.9	69.1	50.0	54.2	76.9	68.8	64.5	49.2	40.5	67.7	71.5	29.2
	1984-1985	92.9	75.7	86.5	64.0	59.0	92.9	73.8	68.5	55.9	44.4	80.9	76.4	27.1
	1985-1986	88.3	89.0	87.1	71.4	67.0	91.5	92.7	74.3	44.0	51.4	62.6	70.6	23.4
	1986-1987	83.7	88.7	91.3	70.2	63.6	87.6	84.5	77.2	60.2	62.7	78.1	73.6	20.2
	1987-1988	95.1	89.6	86.2	71.3	61.2	94.3	95.7	78.2	56.4	48.5	76.0	73.5	18.2
	1988-1989	86.3	95.7	85.1	61.7	72.0	89.5	92.3	93.0	65.7	66.7	78.4	82.4	18.2
HAPPTON 1	1980-1981	68.3	60.4	52.4	55.7	49.8	65.6	67.3	55.7	44.7	41.6	*	*	*
	1981-1982	84.6	62.2	67.8	58.7	54.0	72.4	59.1	61.5	46.5	33.7	*	*	*
	1982-1983	79.6	63.7	63.8	53.3	58.8	73.5	70.9	63.8	43.2	42.5	63.3	68.6	55.3
	1983-1984	79.7	77.1	67.9	45.6	64.8	81.3	77.5	71.5	32.7	57.5	67.8	75.6	53.7
	1984-1985	76.7	68.4	77.2	52.6	61.6	86.9	81.3	71.5	46.5	46.5	74.2	74.2	50.7
	1985-1986	84.1	73.7	71.7	57.0	60.6	89.9	76.6	66.8	50.7	54.2	67.4	73.3	56.6
	1986-1987	75.6	72.1	72.5	68.1	68.7	71.6	73.1	60.3	49.6	64.2	68.5	66.7	48.3
	1987-1988	79.7	75.2	76.2	73.2	67.6	85.0	73.9	65.8	56.0	65.7	68.4	70.1	45.3
	1988-1989	77.2	68.4	70.0	62.6	64.0	86.1	78.9	75.3	64.4	61.0	62.3	76.3	48.6
HAPPTON 2	1980-1981	37.5	23.0	22.8	12.4	16.2	37.1	39.1	18.9	6.6	6.3	*	*	*
	1981-1982	39.5	43.7	37.1	22.2	21.1	36.6	51.9	38.2	12.3	4.3	*	*	*
	1982-1983	48.7	48.7	48.3	21.6	31.6	54.5	49.6	53.4	17.2	8.9	32.8	44.3	87.9
	1983-1984	58.0	46.9	48.7	12.0	24.2	64.2	53.1	44.4	10.0	18.9	36.0	42.1	88.6
	1984-1985	71.0	58.0	56.8	34.0	34.5	75.9	79.0	66.3	30.2	22.6	37.2	63.1	82.3
	1985-1986	64.1	52.1	60.2	50.0	39.1	70.5	58.7	67.8	51.1	35.9	47.8	44.6	80.5
	1986-1987	72.9	61.5	62.0	62.4	47.7	76.8	68.8	68.2	66.7	40.7	76.1	43.0	77.6
	1987-1988	81.6	71.1	85.7	50.0	61.5	90.8	79.1	89.8	78.3	72.5	48.9	58.9	80.0
	1988-1989	80.2	72.3	84.8	52.2	64.8	90.6	88.3	97.1	55.6	78.0	53.3	68.5	77.3
HENRY	1980-1981	73.1	64.7	69.8	60.0	54.4	71.3	66.8	58.5	50.5	41.0	*	*	*
	1981-1982	78.0	74.2	73.5	66.9	57.0	73.6	62.7	64.9	58.4	37.9	*	*	*
	1982-1983	79.5	75.9	82.0	68.1	65.0	81.0	75.7	74.8	62.9	50.4	81.9	74.9	43.2
	1983-1984	87.0	77.9	82.9	74.6	67.7	87.1	82.2	80.3	63.7	57.9	77.9	77.9	41.0
	1984-1985	86.5	81.8	87.9	74.8	70.8	86.7	83.6	76.0	62.6	63.1	83.8	84.1	37.8
	1985-1986	89.9	81.9	90.6	82.8	76.6	89.7	87.5	80.8	68.5	63.2	83.8	80.9	37.1
	1986-1987	88.7	89.5	89.9	89.3	78.4	89.3	88.3	87.4	81.8	67.2	80.1	81.9	35.8
	1987-1988	90.5	92.4	94.3	85.1	80.1	92.6	94.4	91.1	76.4	73.0	87.1	85.6	35.6
	1988-1989	93.7	92.3	93.8	85.6	82.9	94.8	96.4	94.5	81.4	78.0	86.1	88.7	32.7

ESAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G6	G7	
JASPER	1980-1981	54.3	50.5	38.5	27.4	21.2	60.5	66.7	36.3	14.4	16.7	*	*	*
	1981-1982	59.9	52.5	55.6	38.1	19.5	64.7	42.1	75.4	22.1	7.8	*	*	*
	1982-1983	69.9	61.8	60.7	32.9	18.2	70.8	67.0	64.7	35.7	11.1	39.8	28.9	80.1
	1983-1984	64.3	67.2	63.5	40.5	37.0	65.2	78.5	68.5	29.5	41.8	44.2	51.4	78.6
	1984-1985	75.8	63.5	77.1	60.2	38.0	64.7	75.1	78.6	64.3	26.8	66.7	62.0	73.6
	1985-1986	72.8	60.1	88.5	54.1	47.5	71.2	94.2	82.8	54.6	28.8	66.3	57.6	74.3
	1986-1987	64.4	87.8	87.5	62.0	54.1	82.3	94.8	88.3	57.5	59.0	66.8	57.9	71.7
	1987-1988	80.9	76.2	77.9	58.7	55.7	76.4	86.7	78.8	49.7	58.5	50.8	57.9	65.3
	1988-1989	87.2	68.2	65.5	65.7	54.0	92.3	86.3	83.8	67.4	59.5	66.3	73.8	67.3
KERSHAW	1980-1981	69.7	67.1	72.4	61.3	55.9	71.7	73.7	63.5	52.5	55.0	*	*	*
	1981-1982	69.5	69.8	68.4	63.2	62.0	69.4	63.6	68.8	54.9	61.0	*	*	*
	1982-1983	76.1	72.3	77.5	60.3	63.0	79.9	75.5	73.1	60.5	45.5	76.6	75.8	32.5
	1983-1984	82.1	75.1	74.6	65.5	63.1	83.9	80.2	79.4	59.1	58.6	77.7	81.2	30.9
	1984-1985	81.8	82.0	83.2	65.8	67.6	87.6	85.1	79.0	64.0	64.8	83.0	81.7	29.2
	1985-1986	77.7	79.6	86.0	74.7	75.4	82.7	80.4	75.2	69.7	63.6	83.4	77.3	28.5
	1986-1987	82.7	84.5	85.3	75.4	74.7	86.8	81.4	77.6	76.6	69.8	77.0	82.7	26.8
	1987-1988	80.6	87.9	89.4	85.2	80.7	84.4	90.8	81.6	77.9	79.9	80.7	83.3	25.7
	1988-1989	87.1	89.2	89.9	82.1	75.6	90.4	95.2	88.5	78.5	74.9	78.5	82.3	24.1
LANCASTER	1980-1981	70.3	61.3	59.9	54.4	47.7	63.5	68.0	55.2	41.5	32.5	*	*	*
	1981-1982	69.4	68.8	63.7	61.3	47.7	60.6	63.4	63.7	42.7	31.8	*	*	*
	1982-1983	69.0	67.9	73.4	56.0	52.8	67.2	75.0	71.7	48.1	35.9	62.6	61.9	32.6
	1983-1984	77.8	75.0	75.1	62.2	59.3	77.9	83.9	79.7	50.2	48.1	69.7	71.1	31.5
	1984-1985	82.5	76.8	81.3	66.6	61.9	83.2	87.7	79.8	57.8	52.3	74.9	74.3	29.7
	1985-1986	87.0	85.2	87.2	74.4	67.8	84.2	87.8	83.4	67.1	57.9	79.5	72.4	30.4
	1986-1987	86.7	90.0	89.6	81.8	68.1	85.9	89.4	83.4	77.7	61.4	80.6	71.7	28.2
	1987-1988	86.5	87.8	87.6	78.6	72.5	86.1	91.5	81.8	73.9	65.2	75.5	82.4	26.6
	1988-1989	86.0	85.6	88.7	78.5	72.9	90.3	91.3	83.1	75.2	70.8	79.6	84.2	26.8
LAURENS 55	1980-1981	69.1	60.6	65.1	51.4	43.2	72.2	70.8	60.3	45.5	39.2	*	*	*
	1981-1982	75.3	73.7	72.1	65.4	44.9	72.0	70.3	72.1	54.1	39.2	*	*	*
	1982-1983	81.2	76.2	75.8	58.5	55.0	85.5	79.7	79.4	55.4	44.2	64.9	64.0	33.0
	1983-1984	82.3	83.5	79.2	62.0	63.7	82.7	82.0	81.2	61.5	60.0	70.6	80.5	34.1
	1984-1985	78.6	80.9	85.6	63.2	66.9	85.9	86.2	79.0	61.4	56.8	79.5	76.9	29.2
	1985-1986	78.4	83.7	86.5	76.9	71.0	79.4	79.3	81.7	74.1	64.1	79.0	73.2	28.3
	1986-1987	74.7	84.6	87.3	77.8	80.3	74.1	86.6	77.8	73.2	81.8	83.3	81.2	27.7
	1987-1988	74.2	82.3	85.5	74.6	72.6	79.4	90.4	82.5	68.5	75.9	82.4	83.8	25.1
	1988-1989	83.5	81.0	82.7	63.7	77.3	86.4	95.9	85.4	74.3	80.0	74.0	90.5	24.6
LAURENS 56	1980-1981	44.8	50.0	49.9	45.5	47.3	57.9	63.4	49.6	44.7	46.1	*	*	*
	1981-1982	65.3	48.8	54.3	50.2	46.8	63.9	49.1	60.1	45.8	32.7	*	*	*
	1982-1983	68.3	61.4	55.1	39.8	44.1	72.9	70.9	57.0	45.1	30.0	47.5	61.8	39.0
	1983-1984	71.6	67.4	64.5	49.9	48.0	80.1	79.8	75.9	55.6	45.4	59.8	65.2	55.4
	1984-1985	69.2	76.9	79.4	50.9	55.1	77.0	84.9	73.4	61.2	52.5	70.8	74.1	35.4
	1985-1986	80.6	81.8	84.1	66.1	62.2	83.3	90.9	78.3	69.1	51.7	76.7	70.7	35.2
	1986-1987	76.5	83.3	81.8	76.8	61.9	80.2	84.3	67.1	80.5	63.5	71.7	70.6	32.2
	1987-1988	74.1	78.7	76.9	69.7	69.6	82.2	84.3	70.9	74.8	62.5	67.2	78.5	30.7
	1988-1989	82.9	83.2	84.9	69.9	70.5	82.6	86.6	84.8	82.6	70.1	73.7	77.0	30.2

BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G6	G8	
LEE	1980-1981	65.8	44.5	58.5	37.5	26.2	64.9	56.7	50.6	17.0	18.6	*	*	*
	1981-1982	69.9	57.3	56.5	40.2	30.7	67.3	53.7	59.4	23.0	27.6	*	*	*
	1982-1983	74.1	62.7	59.9	37.7	41.1	71.0	69.2	61.9	33.2	18.5	38.7	41.4	78.4
	1983-1984	73.5	61.6	63.8	54.2	38.6	74.4	64.8	60.3	29.7	31.3	51.0	40.6	78.8
	1984-1985	76.9	70.0	63.9	49.0	42.3	74.9	74.4	61.2	37.2	42.6	57.9	59.6	74.3
	1985-1986	72.0	71.8	78.2	54.1	60.1	78.9	74.6	71.4	40.2	41.2	56.8	70.3	76.3
	1986-1987	74.2	67.5	80.3	67.7	50.0	77.8	70.8	74.1	51.2	58.3	61.2	54.0	71.5
	1987-1988	83.5	81.3	75.8	55.7	60.7	82.4	88.7	67.0	34.1	65.1	52.3	69.2	68.8
	1988-1989	85.3	80.8	74.1	52.3	59.8	86.5	91.9	73.4	67.6	54.9	57.7	69.8	66.4
LEXINGTON 1	1980-1981	81.9	77.3	84.9	68.0	74.1	72.7	83.1	70.8	60.1	63.0	*	*	*
	1981-1982	80.7	81.7	79.8	72.5	65.6	74.6	74.4	69.3	61.5	58.0	*	*	*
	1982-1983	85.4	83.2	81.0	72.6	65.5	82.7	86.3	78.0	68.0	58.6	86.8	78.1	14.7
	1983-1984	88.4	86.9	85.0	77.8	71.5	87.8	91.0	83.6	72.2	67.0	89.7	83.6	14.4
	1984-1985	88.2	88.5	87.0	77.8	75.3	84.2	89.6	82.4	73.5	70.2	90.0	86.6	12.1
	1985-1986	84.4	87.6	90.5	78.4	80.1	85.5	87.6	82.3	68.2	68.8	84.8	86.5	11.9
	1986-1987	87.8	90.5	89.8	87.1	83.7	90.9	92.4	83.3	82.6	76.3	86.5	87.6	11.2
	1987-1988	88.6	88.9	92.3	80.4	82.7	86.1	93.2	90.6	77.6	83.5	89.0	89.2	10.4
	1988-1989	87.0	90.2	88.0	86.4	80.6	90.2	96.2	89.5	81.9	84.5	86.4	89.8	9.5
LEXINGTON 2	1980-1981	78.0	70.2	77.8	66.5	64.2	70.9	77.4	68.7	60.9	54.8	*	*	*
	1981-1982	85.0	76.8	76.8	74.5	65.7	75.0	71.7	69.6	64.7	54.8	*	*	*
	1982-1983	78.5	79.2	78.0	71.1	71.3	80.9	86.7	81.2	75.9	65.1	76.1	79.3	18.0
	1983-1984	84.7	78.9	80.2	75.6	70.9	84.4	90.7	87.2	77.0	71.9	76.5	80.0	19.3
	1984-1985	86.4	80.4	87.0	75.0	73.7	88.3	88.5	83.2	76.9	72.1	80.6	82.5	17.5
	1985-1986	82.6	83.4	89.6	77.3	82.1	86.6	89.6	78.2	78.8	73.2	78.3	85.5	16.9
	1986-1987	84.6	88.9	88.1	86.7	82.2	88.0	92.8	81.7	81.8	80.1	78.8	80.7	17.8
	1987-1988	84.3	89.9	94.3	87.1	80.4	90.7	94.5	88.6	81.4	76.9	86.4	85.6	17.4
	1988-1989	90.6	90.7	92.7	83.3	82.5	93.6	96.5	91.7	81.2	83.0	80.9	90.7	22.2
LEXINGTON 3	1980-1981	74.6	77.0	76.6	51.3	52.7	74.5	81.3	78.1	43.5	47.9	*	*	*
	1981-1982	70.8	71.3	73.5	67.7	56.9	72.1	71.6	72.5	56.2	39.7	*	*	*
	1982-1983	71.6	63.8	78.3	70.3	57.4	76.5	74.6	78.9	57.1	45.7	63.2	67.0	40.1
	1983-1984	76.8	69.1	72.3	77.4	64.0	80.8	74.9	83.2	70.8	53.8	71.3	67.2	38.4
	1984-1985	68.8	76.8	81.9	74.0	73.5	80.1	83.9	85.4	68.0	62.4	75.7	80.0	35.4
	1985-1986	87.7	83.7	91.4	87.0	81.7	90.1	84.4	90.1	87.0	87.8	89.0	86.7	40.4
	1986-1987	82.7	94.9	87.3	76.3	73.1	84.7	91.0	88.0	67.2	71.9	76.8	74.9	37.1
	1987-1988	78.8	87.8	93.6	74.7	75.5	89.7	95.1	87.7	80.7	76.2	85.5	82.8	37.4
	1988-1989	88.6	86.6	88.5	70.1	76.1	92.7	91.1	89.7	78.4	69.9	73.4	82.4	35.8
LEXINGTON 4	1980-1981	66.2	54.4	71.9	57.0	58.9	58.3	68.0	65.2	38.3	35.8	*	*	*
	1981-1982	57.5	73.3	64.8	60.6	67.8	55.2	73.3	69.7	40.9	36.0	*	*	*
	1982-1983	71.1	72.7	80.6	64.3	61.5	66.7	82.9	82.9	60.0	29.4	65.0	82.4	36.4
	1983-1984	79.5	85.0	79.4	66.7	65.2	78.8	89.4	84.1	62.9	60.0	79.3	77.4	35.8
	1984-1985	90.1	84.7	87.6	70.1	72.0	92.4	84.7	80.7	61.9	62.7	73.9	89.5	32.6
	1985-1986	92.1	84.7	92.1	78.9	74.6	92.8	92.0	87.6	64.2	60.1	75.5	88.4	30.2
	1986-1987	91.8	91.2	88.0	85.6	71.3	87.4	94.5	87.4	78.4	79.1	83.1	91.5	28.8
	1987-1988	87.8	90.3	91.8	79.4	89.3	93.1	92.6	85.8	69.2	72.5	83.7	88.7	26.9
	1988-1989	94.6	86.5	90.5	76.4	88.8	96.3	91.1	83.8	63.5	79.7	80.8	97.6	27.4

BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G6		
LEXINGTON 5	1980-1981	91.9	86.5	89.2	83.9	84.2	91.1	89.5	80.8	80.3	75.7	*	*	*
	1981-1982	91.1	85.8	87.9	89.9	82.0	87.7	78.0	87.2	79.2	70.5	*	*	*
	1982-1983	93.1	88.4	88.8	83.9	80.7	92.5	91.7	88.9	83.1	76.5	91.1	90.5	5.2
	1983-1984	92.0	90.2	88.7	82.6	82.4	92.5	95.8	89.4	81.4	86.1	90.1	90.1	5.8
	1984-1985	91.3	88.1	89.8	86.7	82.6	92.6	94.2	89.5	80.0	82.9	90.0	89.6	4.1
	1985-1986	95.4	90.1	93.2	86.5	85.8	95.2	93.2	87.5	79.6	82.2	91.2	91.7	4.5
	1986-1987	94.8	93.8	92.1	88.2	85.9	94.2	95.0	90.6	87.0	87.3	88.0	91.4	3.7
	1987-1988	91.9	90.4	93.1	85.0	84.4	94.6	95.1	92.5	85.6	85.5	84.7	87.7	3.6
1988-1989	94.4	90.7	92.3	86.3	84.1	96.6	94.6	92.9	87.7	88.0	88.9	93.9	3.8	
MCCORMICK	1980-1981	66.7	39.2	48.1	22.3	29.1	65.1	56.2	55.7	13.4	46.4	*	*	*
	1981-1982	67.7	56.6	60.6	30.2	23.1	60.5	73.8	74.2	19.1	50.7	*	*	*
	1982-1983	77.1	61.4	62.6	29.0	24.8	67.9	66.7	82.9	11.6	32.9	27.1	30.3	55.4
	1983-1984	76.1	69.5	62.9	25.8	36.2	73.2	81.0	82.5	22.7	58.1	47.7	50.0	72.1
	1984-1985	65.7	76.1	61.1	31.9	37.7	76.9	84.6	75.0	30.8	50.8	51.7	49.2	69.1
	1985-1986	82.7	76.5	78.3	46.8	48.5	85.8	84.9	82.1	40.5	62.4	49.1	59.4	66.9
	1986-1987	91.2	94.2	88.5	56.4	54.4	90.5	92.6	90.2	41.6	73.8	56.4	51.5	70.0
	1987-1988	96.9	84.9	84.9	57.9	52.0	95.3	90.8	87.4	54.7	69.0	64.2	62.0	54.8
1988-1989	96.8	86.6	77.7	73.8	62.1	97.6	95.5	69.7	47.7	71.0	61.7	68.4	54.7	
MARION 1	1980-1981	64.7	56.0	58.2	59.5	46.8	56.3	62.1	53.5	46.8	57.6	*	*	*
	1981-1982	67.7	77.9	64.7	58.4	54.7	54.4	61.3	62.2	42.2	57.7	*	*	*
	1982-1983	67.8	71.5	78.5	54.4	58.2	68.9	71.7	68.9	46.4	62.0	62.0	63.6	70.2
	1983-1984	74.6	75.3	71.2	58.0	55.8	78.7	68.7	69.2	50.8	67.6	66.8	70.6	55.2
	1984-1985	80.7	81.6	82.9	55.4	51.9	78.6	79.7	67.5	50.0	62.0	78.9	77.0	52.1
	1985-1986	76.8	90.8	83.0	72.7	64.7	86.8	93.5	77.2	59.5	62.8	79.0	68.2	51.8
	1986-1987	83.2	93.0	84.0	78.1	62.7	84.7	94.8	81.8	57.7	78.1	82.1	65.7	46.9
	1987-1988	74.3	88.7	86.2	69.4	75.5	83.7	95.5	75.2	59.7	87.7	81.0	84.2	45.2
1988-1989	82.5	87.9	84.2	69.7	69.1	85.1	95.3	78.8	63.2	83.2	75.8	86.7	45.2	
MARION 2	1980-1981	55.9	50.0	62.7	41.9	34.8	64.7	55.5	55.8	34.1	34.3	*	*	*
	1981-1982	67.8	56.6	55.3	48.4	41.4	57.7	45.6	61.5	33.5	40.1	*	*	*
	1982-1983	61.0	54.0	68.9	42.9	39.4	59.8	44.6	68.5	40.2	37.1	54.2	58.2	49.7
	1983-1984	72.1	57.4	60.7	53.8	48.0	78.9	56.1	60.3	33.8	40.8	61.3	52.9	71.0
	1984-1985	71.1	62.8	68.6	52.9	43.9	86.7	80.3	70.5	46.9	49.8	67.1	59.2	66.6
	1985-1986	71.3	76.9	74.0	56.6	59.1	77.5	73.7	80.3	55.1	48.5	63.4	63.0	66.3
	1986-1987	72.3	73.5	78.0	69.1	51.8	80.0	68.2	75.6	63.7	42.9	69.3	57.9	63.9
	1987-1988	79.6	82.1	81.0	54.0	59.7	81.2	78.3	81.1	47.6	58.9	64.9	66.7	57.3
1988-1989	76.2	79.6	89.7	68.9	62.4	80.1	83.8	93.7	83.6	61.1	70.5	75.1	57.0	
MARION 3	1980-1981	78.1	37.3	31.3	16.7	17.6	67.2	36.2	19.4	8.3	12.7	*	*	*
	1981-1982	64.3	62.1	34.0	22.9	22.2	61.4	67.2	39.6	25.0	12.9	*	*	*
	1982-1983	69.4	40.7	42.1	16.0	26.4	69.4	62.7	49.1	30.0	7.5	28.0	30.2	71.3
	1983-1984	61.2	44.6	70.8	32.8	28.6	88.1	78.5	72.9	37.9	14.3	36.2	40.5	96.4
	1984-1985	87.1	62.9	66.7	45.8	28.3	82.3	80.6	78.8	54.2	22.6	47.9	62.3	91.3
	1985-1986	62.3	43.5	67.2	52.0	43.6	75.4	64.5	72.1	72.0	32.7	52.0	38.2	86.9
	1986-1987	83.6	86.0	64.9	78.0	42.2	94.5	98.2	86.4	86.0	32.6	70.0	42.2	79.1
	1987-1988	88.1	98.0	70.5	72.4	35.7	83.6	98.0	93.4	89.7	28.6	82.8	50.0	74.0
1988-1989	89.2	95.7	74.1	89.2	58.5	93.8	100.0	81.0	84.5	50.9	75.7	56.6	74.4	

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BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G4	G5	
MARION 4	1980-1981	94.6	37.3	85.7	58.6	20.4	78.4	43.1	85.7	69.0	24.5	*	*	*
	1981-1982	76.9	60.0	76.9	54.8	40.6	56.9	53.3	73.7	57.1	6.3	*	*	*
	1982-1983	69.2	54.3	53.2	35.5	44.8	61.5	60.9	53.2	22.6	20.7	38.7	41.4	65.2
	1983-1984	83.7	51.4	59.6	48.5	57.5	81.4	64.9	68.9	33.3	50.0	63.8	70.0	77.0
	1984-1985	68.1	72.7	82.1	44.7	40.0	76.6	79.1	76.9	34.0	30.0	51.1	65.0	65.2
	1985-1986	77.6	90.0	95.5	45.5	51.4	73.1	72.5	75.0	34.1	42.9	54.5	65.7	63.2
	1986-1987	88.6	77.8	97.3	69.8	46.0	81.8	87.9	94.6	44.2	46.0	69.8	50.0	64.0
	1987-1988	83.9	69.2	84.5	68.8	62.0	85.7	79.5	91.1	43.8	58.0	78.1	62.0	66.0
	1988-1989	90.2	75.5	82.5	74.4	70.5	74.5	79.6	85.0	62.8	72.7	79.1	68.2	66.1
MARLBORC	1980-1981	60.5	42.8	45.7	37.5	30.4	58.1	58.2	49.2	40.7	24.6	*	*	*
	1981-1982	46.7	49.6	48.0	41.5	30.3	50.5	49.2	50.4	39.5	25.0	*	*	*
	1982-1983	55.3	52.6	54.8	34.0	36.6	62.6	55.3	57.1	37.1	24.4	46.4	39.8	73.8
	1983-1984	66.9	48.1	61.5	44.8	37.6	75.9	60.5	70.0	42.4	39.4	53.6	55.2	66.0
	1984-1985	78.3	59.8	63.2	49.5	40.9	82.5	75.3	65.2	56.8	32.8	64.1	57.9	61.9
	1985-1986	82.2	67.6	71.2	52.4	56.5	82.6	76.0	75.2	52.2	43.7	59.2	64.4	61.7
	1986-1987	82.0	71.2	75.1	62.6	55.4	83.7	77.0	73.3	57.2	59.0	64.5	63.5	58.4
	1987-1988	84.4	69.9	68.6	60.3	56.7	83.0	78.6	76.0	60.3	59.9	56.9	60.3	56.6
	1988-1989	74.4	67.3	68.3	61.5	57.5	75.4	75.4	76.6	61.9	55.2	56.2	69.2	57.9
NEWBERRY	1980-1981	62.3	49.8	56.8	48.4	55.0	65.2	60.3	50.8	44.6	46.3	*	*	*
	1981-1982	69.9	61.4	61.1	55.6	58.5	68.3	62.2	69.6	43.5	49.2	*	*	*
	1982-1983	65.0	68.9	68.8	52.0	64.5	66.7	79.3	80.4	49.1	43.4	68.7	75.9	43.6
	1983-1984	74.7	65.1	70.8	51.2	65.4	79.3	86.2	85.0	45.8	54.7	63.4	75.8	42.6
	1984-1985	81.8	72.0	80.8	57.2	65.6	84.5	89.6	84.7	51.9	53.2	76.5	75.0	38.9
	1985-1986	81.9	79.2	84.7	61.3	71.5	84.6	93.2	82.0	60.3	57.0	75.1	79.5	33.4
	1986-1987	84.0	80.2	86.2	72.2	66.7	86.8	87.3	81.8	64.4	61.3	73.4	72.5	34.1
	1987-1988	87.2	78.1	77.0	64.0	74.0	88.6	89.7	79.5	55.1	71.1	66.5	82.2	31.2
	1988-1989	87.0	80.4	82.3	71.0	72.4	88.5	92.1	82.7	66.1	71.1	78.1	81.9	33.0
OCCREE	1980-1981	73.6	69.7	76.7	68.4	63.4	72.2	74.0	70.3	53.3	47.3	*	*	*
	1981-1982	71.8	72.8	74.2	72.4	57.3	73.0	66.8	70.7	56.8	38.9	*	*	*
	1982-1983	75.2	77.2	81.6	74.1	63.7	81.1	83.4	79.9	58.5	44.3	76.7	72.5	30.8
	1983-1984	80.0	79.0	81.1	74.8	67.8	82.7	88.2	78.1	60.3	53.1	81.7	77.6	24.9
	1984-1985	84.6	84.2	86.8	77.2	72.4	88.1	90.4	80.8	61.6	53.5	84.0	85.9	26.2
	1985-1986	85.9	86.9	90.8	78.3	79.2	88.1	93.8	80.9	64.8	63.3	82.4	84.2	24.4
	1986-1987	87.5	90.5	91.8	85.3	79.9	89.4	94.6	88.3	78.7	69.1	85.7	81.0	21.4
	1987-1988	88.8	89.8	93.8	81.9	74.8	90.1	95.1	90.9	78.2	67.6	85.5	83.0	18.8
	1988-1989	88.9	90.2	90.5	81.6	79.1	94.1	94.2	88.3	79.7	71.6	80.2	87.1	18.0
ORANGEBURG 1	1980-1981	52.7	46.0	47.4	35.8	31.1	59.3	44.6	31.0	28.4	21.7	*	*	*
	1981-1982	61.5	48.9	43.8	38.7	29.9	59.4	34.1	45.5	19.8	14.0	*	*	*
	1982-1983	74.0	61.7	38.1	34.0	35.4	79.2	43.6	36.9	30.0	15.2	41.0	45.6	71.5
	1983-1984	78.1	63.0	46.3	41.8	35.4	80.8	57.0	54.7	19.8	24.4	53.1	51.8	72.8
	1984-1985	65.2	72.7	76.1	54.9	51.7	64.0	74.0	65.2	38.2	33.7	62.1	61.8	66.8
	1985-1986	92.1	84.6	79.5	63.5	64.4	92.1	83.1	76.1	47.3	48.9	75.7	74.4	70.5
	1986-1987	87.0	82.8	82.4	77.8	70.1	82.6	82.8	67.6	56.9	58.4	66.7	67.5	65.7
	1987-1988	90.5	87.7	76.9	75.5	75.9	93.7	95.9	73.8	54.2	68.2	67.5	73.9	63.4
	1988-1989	91.7	88.0	85.9	77.3	81.7	92.9	90.4	80.0	65.3	81.7	73.3	90.1	60.4

BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G4	G5	
ORANGEBURG 2	1980-1981	58.9	50.0	44.1	35.6	17.1	57.1	46.2	38.2	28.8	12.2	*	*	*
	1981-1982	75.8	58.9	60.0	26.3	17.1	67.7	58.9	74.3	31.6	6.6	*	*	*
	1982-1983	60.0	76.2	63.0	34.7	46.2	67.3	87.3	81.5	24.4	22.8	43.3	44.2	83.4
	1983-1984	87.5	84.8	73.8	90.8	18.2	83.3	93.5	82.0	61.0	10.9	57.6	40.0	82.6
	1984-1985	71.9	85.1	81.3	54.5	34.8	70.3	91.5	85.4	61.3	29.3	79.0	50.0	74.7
	1985-1986	93.1	83.6	77.3	66.0	56.7	97.2	81.8	61.4	87.2	48.3	78.7	56.7	79.4
	1986-1987	93.4	98.3	80.8	92.2	73.0	96.7	98.3	90.4	90.2	81.0	56.9	61.9	77.1
	1987-1988	91.3	84.1	81.4	84.1	72.5	97.5	95.2	92.9	78.3	87.5	67.4	77.5	69.9
	1988-1989	93.8	80.2	88.2	73.3	81.8	88.8	85.2	88.2	86.7	78.8	82.2	63.6	72.5
ORANGEBURG 3	1980-1981	73.2	47.3	52.5	29.3	30.4	71.3	56.4	58.7	22.8	16.9	*	*	*
	1981-1982	80.8	55.1	59.0	29.8	22.2	73.5	52.0	60.3	18.4	12.9	*	*	*
	1982-1983	78.8	68.0	54.2	38.1	34.5	78.4	77.9	58.8	39.3	23.3	57.8	51.6	82.8
	1983-1984	81.0	77.8	68.1	51.3	42.9	81.9	80.4	80.6	46.7	38.4	56.6	56.7	82.8
	1984-1985	87.3	72.5	80.6	51.6	46.0	90.5	89.4	90.8	50.2	39.1	65.2	65.7	79.4
	1985-1986	83.4	85.5	78.9	59.6	56.0	85.3	89.8	77.0	68.1	44.8	54.0	66.5	80.5
	1986-1987	93.6	90.5	90.2	83.8	68.1	91.5	93.2	86.7	86.0	62.8	64.2	64.5	71.1
	1987-1988	86.2	93.8	90.9	81.4	71.0	85.0	97.3	89.6	78.4	72.4	74.9	72.0	71.6
	1988-1989	87.5	90.9	90.6	75.5	80.4	88.5	92.3	90.2	72.0	82.8	71.5	76.0	70.4
ORANGEBURG 4	1980-1981	91.7	57.7	54.5	44.8	48.8	78.1	56.7	43.9	35.8	36.8	*	*	*
	1981-1982	75.0	54.0	57.6	47.5	46.9	75.0	57.0	53.3	22.1	23.1	*	*	*
	1982-1983	81.1	66.7	72.4	43.5	54.7	82.1	78.9	63.8	36.0	21.9	53.6	58.8	50.6
	1983-1984	87.5	71.8	73.0	52.5	51.3	88.3	83.5	77.4	34.2	56.3	66.9	67.8	49.3
	1984-1985	100.0	74.2	82.1	65.5	64.1	97.0	91.1	70.1	66.7	64.5	76.6	83.7	43.8
	1985-1986	96.3	70.5	90.2	58.1	65.2	96.3	79.0	83.3	63.2	88.4	64.1	79.5	41.9
	1986-1987	92.4	79.8	90.1	71.7	76.2	89.3	88.2	88.3	59.7	88.5	66.9	79.2	36.8
	1987-1988	82.8	82.3	85.2	68.7	72.2	88.1	85.4	86.7	63.4	96.5	77.6	84.3	35.8
	1988-1989	92.3	75.6	86.1	75.2	76.2	87.5	89.6	82.5	73.3	80.4	92.5	86.3	33.7
ORANGEBURG 5	1980-1981	66.7	44.1	58.5	34.4	31.3	69.2	57.1	46.4	23.1	17.3	*	*	*
	1981-1982	58.2	54.0	55.9	49.9	36.6	61.5	53.1	57.5	35.1	15.5	*	*	*
	1982-1983	67.2	52.0	63.9	52.0	42.7	70.4	66.5	60.3	42.1	23.9	50.6	40.9	66.4
	1983-1984	70.6	58.1	60.1	51.9	44.7	75.6	78.9	71.9	44.9	42.3	62.7	57.5	66.7
	1984-1985	75.5	60.4	74.9	48.1	41.4	79.7	77.0	71.8	42.8	33.3	85.4	61.4	65.9
	1985-1986	73.3	65.9	72.8	57.1	57.0	77.7	71.8	67.6	51.3	40.1	60.3	68.9	65.9
	1986-1987	86.5	83.9	87.7	75.6	71.3	85.4	89.5	84.4	65.4	69.9	66.6	66.3	64.0
	1987-1988	84.7	80.1	86.3	79.7	80.8	85.4	91.2	86.5	75.7	82.6	77.6	77.1	60.0
	1988-1989	86.9	82.7	83.2	75.4	70.0	85.2	88.7	83.8	79.2	77.5	69.3	76.7	58.3
ORANGEBURG 6	1980-1981	51.9	35.6	31.3	41.0	26.5	64.9	50.7	34.4	17.9	13.3	*	*	*
	1981-1982	50.9	31.3	42.0	45.9	29.0	52.7	33.3	50.7	25.9	15.9	*	*	*
	1982-1983	72.2	23.5	36.5	33.8	19.4	85.2	27.5	47.6	35.3	11.1	61.8	36.1	75.2
	1983-1984	76.5	75.0	27.5	41.0	36.2	76.5	82.1	31.4	24.6	46.2	50.8	51.2	69.0
	1984-1985	84.8	62.1	60.7	40.0	40.6	74.2	56.9	58.9	28.4	44.9	42.7	69.6	63.3
	1985-1986	92.6	41.2	78.0	64.4	61.0	96.3	52.9	76.3	71.1	35.6	62.2	55.9	61.0
	1986-1987	80.9	59.3	72.4	47.6	52.0	82.4	66.1	74.1	44.4	65.3	44.4	60.0	56.3
	1987-1988	89.9	76.5	78.7	74.2	53.7	98.5	88.2	85.3	67.7	67.2	72.6	70.1	55.7
	1988-1989	85.2	81.8	82.8	87.9	54.1	92.0	96.1	92.2	78.8	61.3	86.4	58.7	50.7

BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	G8	G6	G8	
ORANGERURG 7	1980-1981	57.4	39.6	43.9	30.5	19.3	63.2	59.6	54.4	13.6	8.9	*	*	*
	1981-1982	76.9	50.9	41.9	22.6	7.9	67.3	49.1	51.6	3.8	0.0	*	*	*
	1982-1983	68.9	71.7	59.6	33.9	31.0	67.2	64.2	43.9	23.7	12.1	50.0	37.9	92.6
	1983-1984	55.8	62.8	62.7	28.1	30.6	59.7	58.1	78.4	18.8	4.1	36.5	44.9	94.1
	1984-1985	74.6	52.7	72.3	47.2	36.7	78.9	64.9	51.1	37.7	26.7	71.7	69.5	90.9
	1985-1986	84.0	84.5	77.0	30.8	58.3	84.0	78.0	72.1	32.7	23.3	55.8	61.7	88.4
	1986-1987	84.7	79.2	77.6	70.4	44.0	84.7	79.2	79.1	53.7	28.0	63.0	54.9	82.6
	1987-1988	94.2	69.2	76.5	62.2	56.9	93.0	70.5	77.9	55.6	49.2	73.3	67.7	81.3
	1988-1989	93.7	83.1	72.6	60.0	58.9	96.4	90.0	84.2	60.9	58.2	73.9	75.0	76.0
ORANGERURG 8	1980-1981	30.6	38.0	42.9	52.5	63.9	34.7	48.0	31.4	45.0	52.8	*	*	*
	1981-1982	35.6	33.3	52.0	51.8	57.1	40.9	30.8	58.0	51.8	46.4	*	*	*
	1982-1983	59.6	44.1	55.3	54.5	46.3	66.0	52.9	60.5	44.4	33.3	56.4	45.0	50.9
	1983-1984	56.3	56.1	61.8	67.6	38.3	83.9	78.6	51.4	40.0	47.5	58.8	63.3	50.2
	1984-1985	90.9	77.6	91.2	75.6	40.3	87.9	100.0	94.3	72.1	39.3	90.2	60.7	51.1
	1985-1986	87.0	85.2	91.7	81.6	80.0	85.2	85.7	100.0	63.2	78.8	86.8	82.9	54.1
	1986-1987	86.2	73.8	96.9	83.3	88.8	74.1	85.7	97.0	63.3	75.5	80.0	70.8	51.1
	1987-1988	81.5	85.7	86.7	89.1	64.3	87.5	79.3	97.8	77.6	65.8	91.3	78.6	49.0
	1988-1989	98.0	72.5	71.2	89.6	67.6	94.0	75.0	79.7	72.1	61.8	90.9	73.5	45.8
PICKENS	1980-1981	74.5	70.6	79.7	72.4	67.4	74.4	80.6	69.9	65.6	53.9	*	*	*
	1981-1982	77.9	80.5	76.6	79.3	67.8	73.1	80.2	72.2	65.3	55.5	*	*	*
	1982-1983	86.6	79.3	86.1	75.7	67.7	86.2	87.5	83.0	72.7	53.1	86.3	80.7	21.5
	1983-1984	85.4	86.3	85.5	78.6	72.3	86.0	89.8	87.2	66.5	65.4	86.3	82.6	21.1
	1984-1985	84.3	87.4	91.1	79.9	77.8	88.3	91.0	84.0	67.9	70.5	87.3	86.8	18.7
	1985-1986	84.4	87.9	91.3	87.1	82.4	87.5	92.8	86.3	73.2	70.3	86.9	86.2	18.7
	1986-1987	86.9	89.6	90.2	85.1	78.1	87.9	92.4	85.2	79.3	72.9	86.8	81.5	16.6
	1987-1988	87.2	90.6	91.8	83.2	79.1	91.4	94.5	89.9	78.3	78.9	86.7	84.0	14.7
	1988-1989	88.7	89.7	93.8	86.6	80.2	94.0	93.8	92.4	81.6	81.4	84.3	83.9	14.3
RICHLAND 1	1980-1981	88.4	54.9	58.5	49.1	44.1	64.4	64.6	52.8	35.7	34.3	*	*	*
	1981-1982	73.6	63.7	63.9	55.2	49.9	65.1	59.5	62.2	40.4	37.0	*	*	*
	1982-1983	80.2	69.2	77.6	59.5	55.3	77.8	79.0	72.5	48.4	37.5	67.0	61.7	52.5
	1983-1984	83.9	80.1	79.3	59.3	59.9	82.5	88.6	80.1	45.4	52.0	65.3	70.5	53.3
	1984-1985	83.1	78.1	84.4	62.6	58.9	85.8	87.1	77.4	54.5	49.7	70.0	72.5	51.7
	1985-1986	84.9	79.0	84.4	70.5	66.8	85.7	85.8	77.9	57.2	46.8	69.6	72.9	48.4
	1986-1987	82.5	78.3	83.8	73.9	66.1	85.2	82.2	80.1	57.3	55.9	67.3	73.2	48.5
	1987-1988	80.9	81.3	82.4	70.3	70.3	85.2	87.9	78.0	52.9	56.9	69.4	76.9	47.7
	1988-1989	84.1	79.8	82.9	71.8	69.5	85.6	88.8	82.7	57.8	54.4	73.5	77.7	45.2
RICHLAND 2	1980-1981	78.4	63.6	73.9	66.3	66.8	76.5	74.7	68.0	66.3	64.8	*	*	*
	1981-1982	72.7	72.2	72.7	73.6	66.0	71.6	70.8	72.0	72.2	61.0	*	*	*
	1982-1983	75.3	72.2	77.8	70.5	65.6	77.5	79.4	76.0	70.1	60.1	60.5	72.5	19.2
	1983-1984	89.0	82.4	84.5	79.9	77.9	89.0	90.6	83.8	77.1	74.8	86.5	83.9	19.0
	1984-1985	89.0	85.9	87.8	76.4	74.6	89.3	93.8	82.9	72.3	74.0	83.7	87.3	17.1
	1985-1986	87.3	85.9	90.5	78.7	78.8	92.8	91.3	83.6	73.9	72.0	83.5	87.1	16.5
	1986-1987	90.6	87.8	91.0	85.7	80.4	90.7	91.4	88.9	82.1	78.5	86.4	84.0	14.2
	1987-1988	88.8	87.3	89.8	80.9	76.6	89.4	94.7	87.5	77.5	79.3	82.5	80.0	12.8
	1988-1989	87.4	88.6	89.1	80.8	81.8	89.3	93.5	87.3	77.4	84.0	84.0	89.7	12.9

BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G6	G7	
SALUDA	1980-1981	60.9	54.0	63.3	61.1	54.4	55.6	65.0	61.3	57.2	44.4	*	*	*
	1981-1982	74.0	59.9	60.1	68.6	57.2	66.5	47.8	57.3	59.8	50.6	*	*	*
	1982-1983	81.5	55.7	69.0	64.1	58.9	77.7	58.9	62.6	53.4	50.3	69.1	67.0	44.4
	1983-1984	85.9	78.8	63.6	63.9	55.2	85.4	77.0	66.7	65.5	57.0	69.3	66.5	44.9
	1984-1985	89.7	78.8	84.3	56.5	67.8	89.1	74.1	71.1	52.7	62.5	66.3	76.4	45.9
	1985-1986	86.6	81.7	83.9	63.1	78.8	85.5	83.7	72.0	50.4	74.2	70.9	78.1	41.9
	1986-1987	86.8	83.0	85.9	68.2	68.2	81.3	79.7	82.1	51.6	73.7	71.3	66.5	39.5
	1987-1988	75.8	78.6	79.8	64.9	67.6	77.6	82.7	76.8	44.7	64.3	73.9	64.8	36.5
	1988-1989	77.0	80.6	76.2	70.2	65.1	75.7	91.9	75.1	51.1	75.3	67.4	78.8	36.9
SPARTANBURG 1	1980-1981	71.8	68.0	77.3	57.6	56.4	78.2	74.8	70.2	69.7	51.3	*	*	*
	1981-1982	77.1	67.4	77.0	64.0	55.5	70.3	60.1	81.6	70.8	45.0	*	*	*
	1982-1983	79.2	78.9	77.1	69.2	58.8	79.9	81.9	81.3	79.5	47.5	76.1	66.6	29.8
	1983-1984	82.2	78.1	78.3	77.4	61.5	82.5	80.2	82.2	81.0	58.5	82.6	80.9	28.3
	1984-1985	91.0	86.3	89.7	70.8	62.6	90.3	89.3	84.2	80.1	59.7	82.0	75.1	24.1
	1985-1986	86.1	85.6	89.4	75.8	72.9	87.5	90.9	88.3	79.8	57.9	87.5	85.7	24.0
	1986-1987	90.2	83.4	91.6	87.6	68.2	91.2	89.2	88.9	82.6	69.3	86.9	79.8	21.1
	1987-1988	92.9	88.1	90.3	83.3	71.3	95.9	95.5	87.6	84.8	71.5	83.6	80.6	18.5
	1988-1989	90.0	84.5	87.2	84.0	70.1	95.2	95.5	89.6	86.5	70.0	82.2	85.5	17.9
SPARTANBURG 2	1980-1981	74.0	68.0	70.2	58.1	52.9	78.7	75.1	69.1	54.6	52.2	*	*	*
	1981-1982	80.7	69.3	77.3	73.9	57.6	78.2	69.6	77.8	65.7	50.8	*	*	*
	1982-1983	84.1	80.5	82.3	79.7	70.2	84.6	86.3	86.5	78.4	57.7	81.8	74.0	21.4
	1983-1984	87.6	83.3	87.2	73.5	59.5	85.2	91.7	92.5	75.6	61.8	83.6	79.3	20.3
	1984-1985	88.5	84.6	89.2	74.4	67.9	90.4	86.6	89.9	77.2	70.2	84.7	82.5	17.8
	1985-1986	84.3	87.4	92.1	82.5	72.3	87.7	91.1	86.5	83.2	65.1	87.3	73.6	17.4
	1986-1987	90.3	87.3	88.8	82.1	71.4	91.3	92.6	91.2	82.4	76.5	83.9	76.9	16.3
	1987-1988	87.2	88.7	90.4	83.2	69.4	90.8	94.5	91.3	77.7	69.9	87.1	77.9	14.8
	1988-1989	88.7	86.9	90.7	85.6	72.5	92.3	93.7	93.0	86.6	73.3	89.0	82.8	14.0
SPARTANBURG 3	1980-1981	74.4	70.6	71.0	61.7	55.5	73.7	81.9	67.2	53.2	42.8	*	*	*
	1981-1982	75.4	72.2	78.8	70.6	50.5	67.6	71.6	77.3	58.2	33.5	*	*	*
	1982-1983	82.2	74.5	81.8	68.8	51.3	82.2	81.4	82.7	65.4	39.0	86.1	62.2	32.0
	1983-1984	84.6	82.5	76.9	65.9	58.8	88.4	82.5	76.4	64.9	55.1	85.3	76.2	33.1
	1984-1985	88.0	90.3	91.0	65.5	62.5	89.6	91.1	82.4	66.5	52.4	83.1	84.0	29.0
	1985-1986	67.7	91.9	89.6	74.1	73.6	91.7	88.9	89.6	77.4	64.3	92.1	87.7	28.6
	1986-1987	90.4	91.2	91.3	83.1	78.4	90.1	94.0	88.7	80.7	69.7	96.1	81.1	28.4
	1987-1988	91.8	85.9	89.3	81.8	80.4	94.9	92.2	90.5	77.5	75.1	89.2	87.6	26.0
	1988-1989	93.3	90.8	89.2	89.6	71.7	92.9	95.0	87.7	91.7	73.3	94.8	86.2	24.0
SPARTANBURG 4	1980-1981	72.4	54.2	59.9	44.5	51.9	77.0	62.9	48.9	33.3	42.3	*	*	*
	1981-1982	79.4	72.6	73.6	62.8	39.7	80.2	76.1	62.5	42.7	30.7	*	*	*
	1982-1983	84.5	83.3	81.3	67.9	37.9	90.2	96.8	84.7	81.7	35.4	77.4	57.7	35.2
	1983-1984	89.8	84.1	78.1	69.3	53.0	91.9	94.7	81.3	74.1	54.1	78.3	64.3	33.4
	1984-1985	81.7	76.6	84.6	70.0	58.8	86.1	89.1	75.8	71.1	61.1	85.6	85.1	29.2
	1985-1986	80.6	87.1	91.3	75.3	70.8	89.0	90.6	84.2	79.4	74.7	87.6	78.1	29.3
	1986-1987	76.7	86.5	93.2	80.8	76.0	78.4	89.7	90.1	76.0	78.9	78.0	70.4	28.0
	1987-1988	86.8	76.2	89.5	75.8	69.9	88.3	90.7	83.4	74.5	76.1	79.0	83.5	28.7
	1988-1989	75.5	86.0	90.4	73.6	65.8	80.9	93.2	80.6	75.8	69.0	82.0	82.9	23.4

BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G6	G8	G1	G2	G3	G6	G8	G6	G8	
SPARTANBURG 5	1980-1981	79.2	76.0	77.7	58.4	68.0	81.1	81.2	65.8	42.8	46.1	*	*	*
	1981-1982	78.5	76.1	74.5	74.7	62.1	77.2	78.7	78.3	58.4	37.3	*	*	*
	1982-1983	84.5	85.0	86.2	68.5	57.1	84.8	87.0	79.5	61.6	36.9	84.0	74.8	27.0
	1983-1984	83.4	82.5	87.6	70.5	64.5	85.2	89.6	88.2	59.8	57.2	82.8	83.8	26.5
	1984-1985	87.5	89.3	90.4	68.2	63.9	90.6	93.2	85.1	69.1	53.7	89.8	81.1	21.1
	1985-1986	85.5	89.3	93.0	78.5	72.6	88.7	92.7	85.3	76.3	58.1	89.6	77.3	20.3
	1986-1987	79.6	87.4	92.7	86.1	74.2	86.7	82.9	86.1	70.3	68.9	85.2	80.5	17.5
	1987-1988	83.9	85.8	91.0	85.2	69.2	91.5	91.4	85.3	77.2	64.4	88.3	78.1	14.6
	1988-1989	81.2	85.2	92.6	86.9	74.0	92.9	90.5	88.2	72.2	70.6	83.8	88.4	14.1
SPARTANBURG 6	1980-1981	82.5	67.7	79.3	57.4	65.2	80.3	76.2	76.3	57.9	53.6	*	*	*
	1981-1982	85.0	78.7	79.3	71.6	61.7	81.1	83.0	80.6	65.1	41.4	*	*	*
	1982-1983	88.3	78.6	81.0	67.4	61.5	84.0	82.8	84.0	66.2	46.1	80.1	68.0	21.7
	1983-1984	88.5	84.3	84.2	67.2	67.0	88.0	84.5	84.2	62.5	58.4	74.7	80.6	20.4
	1984-1985	91.5	88.4	88.6	68.8	74.3	92.7	90.5	84.3	65.0	63.5	76.1	86.0	18.2
	1985-1986	89.8	86.2	91.7	76.8	80.0	91.3	89.3	85.3	66.0	65.3	78.7	78.0	17.7
	1986-1987	88.0	89.0	88.5	80.3	77.4	88.5	91.2	84.7	71.9	70.8	80.6	80.2	16.9
	1987-1988	90.2	86.3	87.5	77.6	77.9	94.9	93.9	86.8	70.7	74.9	77.6	82.1	15.4
	1988-1989	91.2	87.8	89.1	74.5	72.8	94.0	93.3	90.3	64.5	77.4	81.0	81.2	13.8
SPARTANBURG 7	1980-1981	63.6	68.2	70.7	60.7	56.9	64.8	77.4	64.3	64.6	59.2	*	*	*
	1981-1982	66.2	70.0	72.4	62.5	58.3	64.6	68.3	67.0	62.9	60.2	*	*	*
	1982-1983	73.4	64.4	73.9	63.7	63.7	70.1	74.8	68.0	66.0	54.1	77.5	70.9	45.6
	1983-1984	78.1	70.1	65.3	65.8	61.2	75.0	79.9	68.6	57.7	57.5	71.0	73.2	46.9
	1984-1985	77.1	73.1	79.2	68.0	59.8	75.8	78.0	71.1	66.3	59.3	78.5	81.8	44.2
	1985-1986	76.7	74.9	83.0	72.2	72.8	75.9	82.1	68.0	65.1	58.1	79.4	77.3	45.2
	1986-1987	80.2	83.7	84.0	79.8	70.0	76.5	83.9	78.0	68.2	74.3	79.5	79.6	41.5
	1987-1988	79.1	89.2	83.9	85.2	71.7	82.8	92.1	83.4	82.1	72.4	87.2	80.7	42.0
	1988-1989	85.0	89.1	85.0	85.6	74.6	84.9	89.8	82.6	83.3	77.2	85.9	85.7	39.1
SUMTER 2	1980-1981	60.4	54.9	69.3	41.3	34.6	60.1	67.0	60.7	25.8	20.5	*	*	*
	1981-1982	69.3	61.1	67.2	47.2	33.7	64.9	60.8	68.3	26.3	20.4	*	*	*
	1982-1983	66.4	60.3	72.8	43.6	40.1	67.6	68.5	70.0	38.5	25.8	49.2	46.7	60.3
	1983-1984	76.8	69.9	73.1	52.4	44.7	77.9	73.9	79.5	45.9	32.2	66.0	62.0	59.4
	1984-1985	80.4	76.4	80.9	64.2	46.1	80.4	78.6	74.8	50.2	39.4	73.0	59.3	54.4
	1985-1986	81.7	71.6	86.7	70.8	64.5	84.2	76.7	74.6	52.0	49.3	81.2	72.7	53.9
	1986-1987	87.7	79.1	85.5	74.4	60.2	85.6	81.3	82.2	63.4	51.7	75.7	66.8	49.8
	1987-1988	87.8	81.5	83.1	80.6	68.7	87.5	88.7	77.5	72.3	59.2	87.9	75.9	48.6
	1988-1989	88.6	79.9	83.0	76.4	70.8	88.3	84.5	84.8	71.5	67.7	81.5	77.8	47.8
SUMTER 17	1980-1981	67.4	59.7	64.3	53.5	51.8	73.6	64.7	53.9	46.4	35.3	*	*	*
	1981-1982	73.6	64.0	68.0	53.4	47.1	70.0	59.4	62.7	42.4	29.8	*	*	*
	1982-1983	68.3	67.4	67.2	56.8	53.6	72.3	69.6	64.5	43.4	39.9	63.5	67.9	46.8
	1983-1984	72.2	71.3	72.8	54.1	51.4	79.1	79.9	68.2	45.0	44.1	62.3	68.9	52.7
	1984-1985	68.6	76.1	79.3	60.7	62.8	75.3	82.3	67.1	53.0	49.0	68.1	76.5	52.5
	1985-1986	77.1	72.9	82.1	65.1	67.8	78.3	81.2	67.1	59.5	52.0	71.9	70.8	49.7
	1986-1987	78.8	81.7	79.2	78.0	69.2	75.6	82.2	72.6	69.0	66.2	76.2	77.5	47.5
	1987-1988	80.9	77.6	76.3	68.2	72.6	85.0	80.9	71.5	59.6	67.9	70.5	83.3	38.7
	1988-1989	87.7	78.2	84.2	66.5	77.7	88.8	86.7	80.8	64.5	76.4	67.7	88.9	39.4

HSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING % MEETING STANDARD					HSAP MATHEMATICS % MEETING STANDARD					HSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G6	G8	
UNION	1980-1981	62.9	59.1	66.4	54.4	45.6	61.1	71.8	74.0	61.3	52.9	*	*	*
	1981-1982	61.9	68.6	67.6	59.6	51.1	67.3	70.9	72.1	77.4	60.6	*	*	*
	1982-1983	71.1	64.0	73.8	57.1	51.3	82.1	82.5	75.5	77.0	49.9	63.0	62.7	46.7
	1983-1984	75.4	70.6	75.6	55.4	56.7	80.7	86.2	85.9	67.3	73.7	68.1	72.2	44.7
	1984-1985	78.9	80.9	82.2	63.3	64.4	87.7	91.5	84.9	79.0	80.8	74.4	78.9	37.2
	1985-1986	80.9	82.2	88.3	71.4	72.1	88.1	89.5	86.1	82.5	78.6	78.1	73.6	38.1
	1986-1987	83.8	85.1	84.8	77.8	73.0	87.7	90.7	83.5	76.5	85.3	70.1	78.2	36.0
	1987-1988	87.0	83.7	86.5	81.8	75.4	88.3	89.3	87.8	84.3	84.8	78.2	79.4	34.2
	1988-1989	91.9	91.7	95.7	78.2	72.9	94.3	93.3	94.5	85.0	84.9	75.2	81.7	32.9
WILLIAMSBURG	1980-1981	66.0	48.7	50.6	29.3	25.0	55.1	46.2	44.8	21.1	13.9	*	*	*
	1981-1982	58.2	62.4	58.8	39.0	30.6	49.4	51.2	51.9	31.3	14.8	*	*	*
	1982-1983	66.0	55.1	68.2	37.0	37.8	63.9	54.9	58.6	32.2	15.6	54.4	43.5	80.8
	1983-1984	63.2	58.5	64.2	40.7	41.4	69.5	64.2	64.2	29.5	25.6	42.9	43.7	82.6
	1984-1985	72.4	68.0	74.6	57.4	45.8	76.1	74.1	69.3	43.5	34.1	63.5	63.6	83.1
	1985-1986	71.6	68.7	77.9	58.9	49.9	70.6	71.9	74.0	40.9	34.3	66.8	54.7	83.5
	1986-1987	69.3	69.7	79.1	67.6	56.5	73.4	68.8	75.5	48.2	47.5	59.8	56.3	78.0
	1987-1988	80.5	68.7	79.7	71.4	72.8	80.9	81.2	77.3	61.8	63.3	66.1	69.6	76.7
	1988-1989	75.9	78.0	84.7	76.7	75.8	78.1	85.1	84.6	69.9	72.6	71.2	75.9	76.0
YOPK 1	1980-1981	52.7	57.4	61.4	45.0	44.4	62.0	66.6	57.6	48.2	52.1	*	*	*
	1981-1982	64.6	68.1	63.9	66.5	59.3	63.7	55.7	69.1	61.1	56.2	*	*	*
	1982-1983	73.8	57.9	70.2	62.7	61.1	67.4	65.9	69.4	61.4	51.1	64.9	66.5	40.1
	1983-1984	79.4	73.5	66.9	72.8	63.9	80.0	92.5	75.8	64.2	63.8	75.3	78.0	40.5
	1984-1985	82.5	76.4	82.6	68.4	68.1	84.0	89.0	85.2	69.1	61.5	83.9	80.3	33.6
	1985-1986	85.5	84.0	86.7	66.4	72.7	83.9	87.9	85.6	62.2	57.5	81.1	84.8	33.2
	1986-1987	82.0	81.2	89.9	75.3	74.8	88.8	83.0	89.1	67.0	74.4	72.4	83.1	30.2
	1987-1988	81.3	85.1	82.0	75.6	74.9	84.1	92.2	75.9	66.4	76.2	87.0	79.8	25.9
	1988-1989	86.6	83.0	83.8	78.4	69.1	88.6	91.5	86.9	71.8	65.6	76.8	82.5	24.2
YOPK 2	1980-1981	70.3	65.7	66.8	51.2	56.4	63.2	72.9	60.5	39.6	41.1	*	*	*
	1981-1982	77.2	66.3	69.3	61.7	62.9	66.3	69.7	63.7	47.1	34.4	*	*	*
	1982-1983	78.8	75.5	75.9	59.4	60.3	73.1	78.0	76.4	53.8	44.4	68.0	66.8	23.3
	1983-1984	81.9	68.1	72.2	65.3	67.5	78.9	85.8	69.3	52.5	48.6	74.6	77.8	20.7
	1984-1985	84.9	78.3	84.2	63.2	72.7	87.0	88.8	79.3	68.1	72.2	71.6	83.9	18.4
	1985-1986	88.6	85.7	87.3	68.1	78.5	88.1	93.8	77.6	71.6	67.7	85.2	84.7	20.0
	1986-1987	87.9	88.2	92.0	79.8	77.5	89.8	92.9	85.7	74.2	74.6	77.6	83.5	18.1
	1987-1988	90.6	85.2	91.2	68.0	80.7	91.3	97.1	89.9	62.9	71.2	83.3	81.4	15.5
	1988-1989	88.6	85.8	88.2	75.8	81.5	89.4	96.1	89.4	72.5	70.5	77.7	87.0	14.9
YOPK 3	1980-1981	75.8	67.8	69.4	61.7	64.7	72.8	76.4	67.3	59.4	55.5	*	*	*
	1981-1982	75.1	71.7	69.1	69.0	66.4	69.7	70.0	73.7	64.3	51.6	*	*	*
	1982-1983	79.3	77.1	75.5	66.2	66.8	82.4	86.2	80.6	62.6	55.0	80.7	73.4	30.7
	1983-1984	86.1	76.9	79.6	67.1	69.8	86.0	90.4	87.7	68.5	61.9	78.5	79.6	30.8
	1984-1985	82.7	84.6	84.2	70.4	73.1	86.0	90.1	83.9	70.3	67.2	81.4	82.1	25.7
	1985-1986	83.1	79.0	87.6	77.4	80.9	85.3	87.1	84.1	77.8	66.6	85.6	85.7	24.3
	1986-1987	83.6	86.7	88.3	83.9	79.6	84.7	88.6	87.1	83.6	75.3	84.8	80.7	22.0
	1987-1988	84.1	83.8	86.2	79.0	77.9	88.4	92.0	85.8	83.1	78.0	85.0	84.3	20.0
	1988-1989	88.5	86.2	87.1	80.4	79.3	92.6	95.3	85.9	81.6	79.7	85.0	86.1	20.0

BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD					BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G6	G7	
YORK 4	1980-1981	73.1	59.1	73.2	70.4	66.7	71.0	82.1	71.1	70.2	54.9	*	*	*
	1981-1982	60.0	76.0	70.3	75.2	66.4	61.0	73.4	77.8	64.3	52.5	*	*	*
	1982-1983	80.9	81.0	84.6	60.7	67.0	85.6	86.1	87.2	57.1	70.6	83.9	82.4	17.2
	1983-1984	81.9	80.0	80.2	71.1	68.2	84.9	89.0	92.9	71.5	66.4	79.9	83.6	15.4
	1984-1985	81.1	82.3	87.4	66.2	70.2	87.7	93.2	90.5	63.0	70.9	76.7	82.6	15.0
	1985-1986	78.7	82.4	92.0	79.3	81.7	82.4	93.8	90.0	78.7	77.9	86.2	90.1	15.7
	1986-1987	84.3	91.9	89.4	79.0	77.3	86.8	96.2	94.0	76.8	71.9	84.5	84.3	12.1
	1987-1988	86.3	89.2	93.9	86.0	85.6	90.9	95.7	96.2	85.6	75.9	86.7	87.1	11.7
YOUTH SERVICES	1988-1989	88.0	91.0	91.1	85.6	89.3	92.4	93.7	91.9	81.7	84.0	84.7	91.9	11.2
	1980-1981	*	*	*	*	*	*	*	*	*	*	*	*	*
	1981-1982	*	*	*	*	*	*	*	*	*	*	*	*	*
	1982-1983	*	*	*	*	*	*	*	*	*	*	*	*	*
	1983-1984	*	*	*	*	*	*	*	*	*	*	*	*	*
	1984-1985	*	*	*	*	*	*	*	*	*	*	*	*	*
	1985-1986	*	*	*	*	*	*	*	*	*	*	*	*	*
	1986-1987	*	*	*	*	*	*	*	*	*	*	*	*	*
STATE TOTALS	1987-1988	*	*	*	52.2	36.4	*	*	*	22.7	30.4	52.2	47.5	104.7
	1988-1989	*	*	*	44.7	47.7	*	*	*	18.4	34.4	36.8	61.9	98.0
	1980-1981	70.0	61.6	67.6	55.1	50.9	68.6	69.6	61.5	47.5	42.6	*	*	*
STATE TOTALS	1981-1982	72.0	68.5	68.9	62.3	52.1	67.6	64.4	67.7	50.8	40.5	*	*	*
	1982-1983	75.3	70.4	75.5	61.1	56.2	75.8	76.0	74.4	54.4	42.0	68.9	65.4	41.0
	1983-1984	80.0	75.5	76.9	64.8	60.0	81.2	82.4	79.0	56.8	53.8	71.8	72.3	40.8
	1984-1985	81.5	79.1	83.8	66.6	64.0	83.5	85.5	79.2	61.6	53.3	76.1	77.2	37.7
	1985-1986	82.3	80.6	86.6	72.2	71.0	84.4	85.8	80.4	65.9	59.5	77.6	77.0	37.4
	1986-1987	84.3	85.2	87.2	75.1	71.5	85.0	87.3	83.1	71.7	69.0	76.8	75.2	35.2
	1987-1988	85.1	85.1	87.3	76.3	73.6	87.5	91.0	84.6	70.2	70.7	78.0	79.3	33.5
	1988-1989	87.1	85.3	87.0	77.6	74.4	89.6	91.5	86.9	73.9	71.5	78.3	82.8	32.5

APPENDIX F

**BSAP EXIT EXAMINATION RESULTS BY DISTRICT, 1986-1989,
GRADE 10 (FIRST ATTEMPT)**

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
=====						
ABBEVILLE	1985-1986	311	71.6	62.1	70.3	48.9
	1986-1987	309	76.1	70.9	73.2	54.0
	1987-1988	251	76.4	72.9	73.9	56.2
	1988-1989	237	83.1	78.5	81.3	62.9
AIKEN	1985-1986	1673	75.2	70.1	75.7	56.7
	1986-1987	1663	78.8	71.0	76.5	57.8
	1987-1988	1567	80.9	80.8	80.3	65.7
	1988-1989	1468	83.4	82.0	78.6	65.5
ALLENDALE	1985-1986	157	58.0	47.4	51.6	31.2
	1986-1987	166	52.7	51.2	61.8	37.3
	1987-1988	148	65.5	58.1	67.6	48.6
	1988-1989	156	65.4	68.6	68.6	48.7
ANDERSON 1	1985-1986	423	83.6	73.3	86.9	64.3
	1986-1987	450	83.9	76.7	84.2	65.8
	1987-1988	434	81.2	81.9	83.9	69.4
	1988-1989	425	87.3	84.0	77.9	70.1
ANDERSON 2	1985-1986	263	79.5	71.5	79.1	58.9
	1986-1987	275	75.3	73.8	72.0	58.2
	1987-1988	295	77.8	77.2	78.6	65.4
	1988-1989	238	76.9	78.6	73.6	56.3
ANDERSON 3	1985-1986	185	74.6	75.8	85.7	61.6
	1986-1987	165	70.9	76.8	81.6	61.8
	1987-1988	149	77.2	88.6	79.9	69.1
	1988-1989	156	87.8	94.2	84.6	75.6
ANDERSON 4	1985-1986	189	74.7	72.3	77.5	57.7
	1986-1987	163	83.4	82.8	84.7	71.8
	1987-1988	157	83.0	82.2	86.0	66.9
	1988-1989	144	86.8	88.8	86.8	75.7
ANDERSON 5	1985-1986	838	70.1	63.8	79.9	54.3
	1986-1987	725	80.2	68.1	77.6	58.2
	1987-1988	682	79.6	80.4	83.4	68.0
	1988-1989	662	90.6	87.9	83.5	75.7
BAMBERG 1	1985-1986	172	58.1	62.0	74.4	45.3
	1986-1987	157	66.9	68.8	71.8	56.7
	1987-1988	138	66.7	71.7	76.1	55.8
	1988-1989	140	85.0	88.6	82.9	70.7
BAMBERG 2	1985-1986	109	57.4	44.0	69.2	36.7
	1986-1987	97	56.7	54.6	59.4	38.1
	1987-1988	99	70.4	60.2	58.2	41.4
	1988-1989	105	73.3	68.6	64.8	45.7

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
=====						
BARNWELL 19	1985-1986	80	66.3	72.5	76.3	56.3
	1986-1987	79	64.6	68.4	63.3	49.4
	1987-1988	79	73.4	75.9	68.4	55.7
	1988-1989	88	62.5	70.5	58.0	44.3
BARNWELL 29	1985-1986	72	69.4	70.8	86.1	61.1
	1986-1987	65	60.0	69.2	75.4	49.2
	1987-1988	79	67.1	62.0	70.5	45.6
	1988-1989	54	77.8	74.1	77.8	61.1
BARNWELL 45	1985-1986	150	65.1	52.3	69.7	47.3
	1986-1987	193	74.6	69.9	83.2	58.0
	1987-1988	149	80.5	79.1	82.9	65.8
	1988-1989	153	80.3	78.3	79.6	64.1
BEAUFORT	1985-1986	702	66.3	62.4	71.3	48.7
	1986-1987	766	72.8	71.2	77.1	56.7
	1987-1988	763	72.1	70.4	75.6	55.8
	1988-1989	636	77.8	73.4	77.2	59.9
BERKELEY	1985-1986	1733	74.4	66.9	76.9	56.1
	1986-1987	1689	78.7	76.0	77.0	60.9
	1987-1988	1735	77.2	75.9	77.2	61.8
	1988-1989	1670	83.9	81.2	78.3	66.1
CALHOUN	1985-1986	117	53.8	48.7	53.8	32.5
	1986-1987	153	51.6	52.3	53.3	32.7
	1987-1988	140	67.1	67.9	68.3	45.7
	1988-1989	115	69.9	72.8	62.3	47.0
CHAFLESTON	1985-1986	3029	75.6	66.8	76.9	54.7
	1986-1987	2259	83.4	77.6	80.4	64.0
	1987-1988	2045	86.6	81.5	85.3	68.9
	1988-1989	2087	89.7	85.0	82.6	70.1
CHEROKEE	1985-1986	675	69.4	64.6	72.3	48.7
	1986-1987	633	69.7	68.6	73.5	52.3
	1987-1988	613	72.2	75.6	81.3	58.1
	1988-1989	566	74.2	77.8	73.0	56.9
CHESTER	1985-1986	552	59.3	51.7	65.3	39.7
	1986-1987	489	59.9	56.2	60.9	41.7
	1987-1988	414	65.8	67.2	72.2	50.7
	1988-1989	399	74.4	76.4	70.6	55.4
CHESTERFIELD	1985-1986	566	68.6	71.0	74.7	53.0
	1986-1987	553	73.4	71.4	76.6	56.2
	1987-1988	489	73.8	82.3	78.8	61.3
	1988-1989	497	82.0	83.5	80.2	67.0

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING

CLARENDON 1	1985-1986	113	32.6	38.9	38.1	16.8
	1986-1987	95	44.2	41.1	48.4	23.2
	1987-1988	100	50.0	52.0	47.0	32.0
	1988-1989	55	55.6	75.5	54.5	40.0
CLARENDON 2	1985-1986	268	68.9	63.4	70.0	49.3
	1986-1987	258	77.9	65.9	73.3	53.9
	1987-1988	231	69.1	64.9	73.6	52.4
	1988-1989	199	74.4	78.4	65.3	56.3
CLARENDON 3	1985-1986	100	68.0	72.0	83.0	58.0
	1986-1987	107	61.7	72.9	56.1	49.5
	1987-1988	82	81.7	80.5	78.0	67.1
	1988-1989	71	83.1	87.3	69.0	63.4
COLLETON	1985-1986	443	61.9	61.8	64.0	43.3
	1986-1987	441	67.0	61.9	64.6	42.6
	1987-1988	464	69.9	72.1	74.6	54.1
	1988-1989	436	70.4	74.1	66.0	51.6
DARLINGTON	1985-1986	861	67.2	65.0	74.6	49.1
	1986-1987	878	69.1	71.1	71.8	51.8
	1987-1988	831	70.9	75.2	70.5	53.7
	1988-1989	808	79.8	80.4	77.5	62.7
DILLON 1	1985-1986	97	57.7	61.5	75.3	36.1
	1986-1987	60	71.7	70.0	76.7	51.7
	1987-1988	70	77.1	79.4	84.1	68.6
	1988-1989	76	69.7	85.3	77.6	53.9
DILLON 2	1985-1986	338	60.9	59.5	65.0	43.8
	1986-1987	340	63.0	67.3	60.4	45.0
	1987-1988	304	65.5	69.1	68.0	49.7
	1988-1989	296	67.1	71.5	66.6	47.6
DILLON 3	1985-1986	95	73.7	73.7	70.5	55.8
	1986-1987	77	77.6	90.8	85.7	67.5
	1987-1988	80	80.0	86.8	85.5	68.8
	1988-1989	101	93.1	89.1	78.2	70.3
DORCHESTER 2	1985-1986	846	82.2	77.9	85.8	66.0
	1986-1987	823	84.7	79.4	87.0	69.0
	1987-1988	789	84.1	84.8	87.3	74.5
	1988-1989	770	88.5	82.7	89.0	73.5
DORCHESTER 4	1985-1986	*	*	*	*	*
	1986-1987	164	62.8	64.0	73.5	42.1
	1987-1988	144	68.8	66.7	65.3	48.6
	1988-1989	174	84.3	74.4	75.7	58.0

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
=====						
EDGEFIELD	1985-1986	269	60.2	61.4	67.7	44.6
	1986-1987	247	75.3	68.4	66.7	48.6
	1987-1988	209	79.8	78.4	74.5	61.2
	1988-1989	223	86.1	75.8	78.4	63.7
FAIRFIELD	1985-1986	278	54.7	62.9	64.4	39.6
	1986-1987	290	60.6	65.7	61.1	40.3
	1987-1988	301	58.0	58.9	64.8	40.2
	1988-1989	277	67.6	69.1	66.9	50.9
FLORENCE 1	1985-1986	1082	73.7	68.1	77.1	56.0
	1986-1987	969	75.9	72.0	77.7	59.6
	1987-1988	922	80.2	74.6	79.3	62.4
	1988-1989	902	85.2	81.5	78.2	65.9
FLORENCE 2	1985-1986	85	64.7	72.9	70.6	54.1
	1986-1987	83	59.0	60.2	61.4	48.2
	1987-1988	99	73.2	78.6	65.7	53.5
	1988-1989	67	83.6	85.1	81.8	71.6
FLORENCE 3	1985-1986	343	47.4	52.4	57.5	31.2
	1986-1987	286	66.0	70.5	60.9	45.5
	1987-1988	261	59.1	66.9	64.4	42.1
	1988-1989	240	77.5	79.6	72.0	60.0
FLORENCE 4	1985-1986	76	43.4	34.2	51.3	18.4
	1986-1987	86	46.5	40.7	37.2	22.1
	1987-1988	109	60.2	56.5	52.3	32.1
	1988-1989	71	57.1	50.7	52.9	31.0
FLORENCE 5	1985-1986	89	79.8	86.5	94.4	74.2
	1986-1987	88	89.8	89.8	87.5	80.7
	1987-1988	102	82.4	83.3	83.3	71.6
	1988-1989	91	81.3	77.8	87.8	72.5
GEORGETOWN	1985-1986	666	64.5	60.8	64.9	43.8
	1986-1987	646	67.7	59.5	63.5	41.5
	1987-1988	554	77.9	80.8	74.8	59.9
	1988-1989	623	81.1	79.1	72.1	58.1
GREENVILLE	1985-1986	3679	79.3	78.0	85.1	66.5
	1986-1987	3680	82.1	83.2	85.4	69.8
	1987-1988	3361	83.5	83.6	84.2	70.9
	1988-1989	3183	88.6	84.2	85.3	73.0
GREENWOOD 50	1985-1986	667	65.9	63.4	72.9	53.4
	1986-1987	652	76.5	76.5	73.8	60.3
	1987-1988	638	72.8	72.3	79.5	60.0
	1988-1989	614	80.5	75.8	75.2	62.7

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
=====						
GREENWOOD 51	1985-1986	90	70.0	55.6	76.7	44.4
	1986-1987	87	79.3	69.0	85.1	62.1
	1987-1988	92	85.9	79.3	83.7	73.9
	1988-1989	95	87.4	82.1	84.2	74.7
GREENWOOD 52	1985-1986	139	65.5	58.4	75.7	48.2
	1986-1987	135	71.6	63.4	76.5	57.0
	1987-1988	91	73.6	65.6	72.2	52.7
	1988-1989	108	77.6	65.7	87.6	58.3
HAMPTON 1	1985-1986	218	62.8	65.1	69.6	47.7
	1986-1987	183	80.3	73.2	70.9	57.9
	1987-1988	183	68.7	71.4	76.4	54.1
	1988-1989	166	82.4	82.4	73.0	59.6
HAMPTON 2	1985-1986	95	40.0	33.7	34.7	16.8
	1986-1987	116	35.1	30.1	38.3	20.7
	1987-1988	65	63.1	64.6	52.3	33.8
	1988-1989	62	75.8	82.3	56.5	46.8
HERRY	1985-1986	1650	79.9	71.1	77.9	60.1
	1986-1987	1623	80.8	75.9	80.3	63.9
	1987-1988	1586	81.5	82.6	81.5	68.6
	1988-1989	1410	88.9	88.2	85.6	75.1
JASPER	1985-1986	175	56.6	43.4	50.6	32.0
	1986-1987	133	63.6	49.6	60.6	36.8
	1987-1988	148	62.6	68.7	60.0	43.2
	1988-1989	138	73.7	73.0	69.6	52.2
KERSHAW	1985-1986	610	82.1	71.5	86.2	64.4
	1986-1987	608	81.5	71.2	78.7	59.5
	1987-1988	564	79.4	76.0	79.0	64.7
	1988-1989	579	86.2	79.7	82.6	66.5
LANCASTER	1985-1986	803	70.9	70.6	73.4	53.1
	1986-1987	769	77.4	75.6	75.3	60.1
	1987-1988	762	78.6	81.5	79.0	65.1
	1988-1989	699	79.9	80.7	75.3	63.1
LAURENS 55	1985-1986	379	72.2	70.9	77.8	56.7
	1986-1987	359	79.1	80.8	75.2	65.7
	1987-1988	372	78.7	85.2	79.3	65.9
	1988-1989	362	81.4	89.0	80.9	69.6
LAURENS 56	1985-1986	286	60.0	66.0	77.3	50.3
	1986-1987	249	72.3	72.2	69.9	52.2
	1987-1988	269	70.3	71.7	74.4	55.4
	1988-1989	237	79.2	74.8	75.4	60.3

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
=====						
LEE	1985-1986	248	58.5	43.5	56.0	32.7
	1986-1987	226	55.6	52.0	59.7	32.3
	1987-1988	257	66.9	65.0	64.8	44.7
	1988-1989	196	69.2	77.9	67.3	48.5
LEXINGTON 1	1985-1986	728	82.3	78.8	86.0	68.5
	1986-1987	733	86.4	83.7	86.0	74.9
	1987-1988	676	90.0	87.2	88.5	77.7
	1988-1989	676	92.3	86.9	87.1	76.6
LEXINGTON 2	1985-1986	724	81.5	80.2	85.6	68.4
	1986-1987	758	82.2	82.1	79.8	65.7
	1987-1988	716	86.2	86.1	83.8	72.6
	1988-1989	687	89.2	86.4	84.1	73.1
LEXINGTON 3	1985-1986	183	67.2	66.1	67.2	50.3
	1986-1987	163	75.9	67.3	69.9	55.2
	1987-1988	185	75.1	78.4	78.8	63.8
	1988-1989	151	82.1	86.1	84.1	68.2
LEXINGTON 4	1985-1986	139	75.5	64.0	76.3	49.6
	1986-1987	135	80.6	70.4	83.7	62.2
	1987-1988	131	80.2	80.0	88.5	65.6
	1988-1989	119	84.9	73.9	78.2	61.3
LEXINGTON 5	1985-1986	972	91.2	92.2	91.5	81.5
	1986-1987	931	91.5	91.2	90.6	82.7
	1987-1988	833	91.8	91.8	92.8	83.8
	1988-1989	875	94.6	93.8	93.4	86.7
MCCLRMICK	1985-1986	159	44.2	51.0	49.0	27.0
	1986-1987	121	55.0	49.6	50.0	26.4
	1987-1988	105	41.0	46.7	54.3	24.8
	1988-1989	96	75.0	68.8	54.2	41.7
MARION 1	1985-1986	260	67.6	63.3	72.3	48.1
	1986-1987	185	75.1	77.8	74.1	61.1
	1987-1988	251	72.8	73.5	70.4	56.6
	1988-1989	224	80.8	79.4	70.9	59.8
MARION 2	1985-1986	175	69.7	62.3	67.4	51.4
	1986-1987	165	64.2	65.2	58.2	42.4
	1987-1988	192	63.7	70.5	68.4	47.9
	1988-1989	174	75.1	70.9	73.4	49.4
MARION 3	1985-1986	39	46.2	53.8	61.5	20.5
	1986-1987	49	42.9	46.9	36.7	24.5
	1987-1988	47	57.4	63.8	48.9	38.3
	1988-1989	32	62.5	81.3	75.0	53.1

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
=====						
MARION 4	1985-1986	45	65.9	80.0	63.6	55.6
	1986-1987	22	68.2	68.2	63.6	50.0
	1987-1988	32	71.9	65.6	71.9	56.3
	1988-1989	34	76.5	73.5	64.7	55.9
MARLBORO	1985-1986	437	53.5	55.4	63.8	38.2
	1986-1987	495	54.0	54.9	51.0	33.5
	1987-1988	393	62.0	65.0	62.7	43.8
	1988-1989	416	65.6	71.2	61.8	47.4
NEWBERRY	1985-1986	437	75.5	72.5	77.7	58.8
	1986-1987	447	76.2	71.8	75.7	59.3
	1987-1988	421	74.3	78.3	78.1	58.9
	1988-1989	373	81.8	82.3	75.2	61.7
OCONEE	1985-1986	696	79.4	70.2	85.8	60.5
	1986-1987	743	83.4	75.8	85.3	64.2
	1987-1988	740	83.3	84.3	84.6	69.6
	1988-1989	642	88.2	84.4	86.9	73.4
ORANGEBURG 1	1985-1986	71	54.9	57.7	57.1	35.2
	1986-1987	82	68.3	69.5	60.5	46.3
	1987-1988	86	60.0	67.4	56.0	40.7
	1988-1989	69	73.5	76.5	62.3	47.8
ORANGEBURG 2	1985-1986	37	64.9	37.8	45.9	21.6
	1986-1987	79	68.4	64.6	59.5	45.6
	1987-1988	54	64.8	55.6	55.6	37.0
	1988-1989	53	79.2	86.8	67.9	64.2
ORANGEBURG 3	1985-1986	213	47.4	49.3	58.2	27.7
	1986-1987	216	60.6	57.4	58.8	37.5
	1987-1988	200	69.5	65.5	61.3	45.5
	1988-1989	209	73.2	67.9	64.9	45.5
ORANGEBURG 4	1985-1986	144	70.6	56.3	74.1	48.6
	1986-1987	124	79.8	83.9	81.5	68.5
	1987-1988	113	75.2	77.9	85.0	66.4
	1988-1989	118	86.4	89.0	85.6	78.8
ORANGEBURG 5	1985-1986	478	58.5	44.7	63.4	35.4
	1986-1987	495	72.1	63.4	61.3	46.3
	1987-1988	432	71.2	68.3	69.7	52.3
	1988-1989	249	96.4	93.1	87.5	81.9
ORANGEBURG 6	1985-1986	74	60.8	51.4	56.8	36.5
	1986-1987	53	84.9	77.4	50.9	43.4
	1987-1988	56	58.9	64.3	45.5	33.9
	1988-1989	63	79.4	76.2	66.1	57.1

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
=====						
ORANGEBURG 7	1985-1986	41	48.8	30.0	58.5	22.0
	1986-1987	55	56.4	60.0	65.5	38.2
	1987-1988	55	60.0	54.5	58.2	30.9
	1988-1989	40	79.5	76.9	60.0	50.0
ORANGEBURG 8	1985-1986	43	67.4	74.4	60.5	39.5
	1986-1987	50	60.0	66.0	65.3	38.0
	1987-1988	34	85.3	87.5	81.8	76.5
	1988-1989	47	74.5	83.0	76.6	57.4
PICKENS	1985-1986	1100	83.9	74.9	83.6	64.7
	1986-1987	1088	81.6	80.0	84.4	68.3
	1987-1988	1006	85.5	84.9	85.9	72.1
	1988-1989	965	88.8	84.4	84.7	72.2
RICHLAND 1	1985-1986	2013	69.8	60.3	70.3	48.1
	1986-1987	1841	68.3	59.5	67.3	46.1
	1987-1988	1658	74.7	64.9	74.4	52.5
	1988-1989	1608	81.6	70.3	74.7	57.2
RICHLAND 2	1985-1986	993	81.1	76.3	83.9	66.3
	1986-1987	958	83.5	80.6	84.2	69.9
	1987-1988	986	84.9	86.5	87.0	73.9
	1988-1989	959	86.9	86.1	85.3	75.8
SALUDA	1985-1986	147	78.2	72.8	77.6	62.6
	1986-1987	126	72.6	72.6	78.7	57.5
	1987-1988	138	83.3	84.1	77.5	68.8
	1988-1989	156	85.9	84.6	74.8	66.0
SPARTANBURG 1	1985-1986	268	77.5	76.1	85.1	64.6
	1986-1987	286	79.6	78.4	80.0	65.4
	1987-1988	287	79.0	79.0	84.2	66.2
	1988-1989	276	85.8	80.4	77.8	64.5
SPARTANBURG 2	1985-1986	540	75.7	67.8	79.8	55.4
	1986-1987	455	78.5	81.1	84.1	68.1
	1987-1988	484	79.4	82.7	84.2	66.3
	1988-1989	445	82.8	82.6	86.5	70.1
SPARTANBURG 3	1985-1986	280	72.8	67.7	78.2	54.3
	1986-1987	225	70.2	65.2	82.1	55.1
	1987-1988	241	74.7	75.4	76.6	58.5
	1988-1989	237	84.4	78.9	78.9	65.4
SPARTANBURG 4	1985-1986	209	65.1	69.4	74.6	49.3
	1986-1987	202	79.2	82.2	73.5	59.9
	1987-1988	139	79.9	92.8	87.7	74.1
	1988-1989	170	90.6	94.7	79.4	72.9

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
=====						
SPARTANBURG 5	1985-1986	264	80.3	74.6	78.7	59.8
	1986-1987	305	79.2	76.2	79.5	63.0
	1987-1988	275	84.2	80.3	86.5	67.6
	1988-1989	281	86.8	79.0	82.9	68.3
SPARTANBURG 6	1985-1986	611	76.8	70.4	84.1	59.6
	1986-1987	621	74.6	71.0	82.8	60.1
	1987-1988	551	82.1	79.6	83.4	67.2
	1988-1989	506	87.9	85.3	86.4	73.3
SPARTANBURG 7	1985-1986	753	73.3	76.0	79.6	60.6
	1986-1987	666	77.7	74.5	82.5	62.8
	1987-1988	653	77.6	79.4	82.5	64.6
	1988-1989	592	85.3	88.1	86.9	75.3
SUMTER 2	1985-1986	574	63.5	58.1	67.7	41.8
	1986-1987	592	65.9	60.2	57.5	42.6
	1987-1988	498	71.0	67.9	71.7	51.8
	1988-1989	479	77.1	77.4	70.6	57.0
SUMTER 17	1985-1986	689	70.3	64.6	70.4	52.0
	1986-1987	623	75.1	66.5	72.8	55.7
	1987-1988	636	77.4	72.7	74.7	59.9
	1988-1989	597	81.6	74.5	79.7	64.0
UNION	1985-1986	415	72.6	76.5	77.5	57.3
	1986-1987	407	76.4	80.8	73.3	60.4
	1987-1988	423	74.9	81.0	76.7	59.3
	1988-1989	378	81.7	87.5	72.4	63.0
WILLIAMSBURG	1985-1986	509	54.2	41.9	55.7	27.9
	1986-1987	505	55.5	45.4	53.2	29.1
	1987-1988	474	65.3	53.8	61.7	40.1
	1988-1989	460	68.7	62.1	55.5	43.0
YORK 1	1985-1986	271	72.3	78.6	73.0	59.0
	1986-1987	297	78.7	80.1	79.4	63.3
	1987-1988	236	77.4	80.5	76.4	58.5
	1988-1989	263	83.5	84.7	72.8	62.7
YORK 2	1985-1986	256	73.3	64.7	77.3	53.5
	1986-1987	230	71.3	82.6	73.0	60.9
	1987-1988	235	80.8	80.3	78.1	63.8
	1988-1989	200	83.0	82.5	77.9	66.0
YORK 3	1985-1986	982	77.5	79.8	80.4	64.8
	1986-1987	987	79.1	79.3	78.0	62.2
	1987-1988	917	81.9	84.4	83.1	69.2
	1988-1989	830	86.9	87.7	83.1	71.9

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
=====						
YCRK 4	1985-1986	255	88.1	75.1	85.4	64.7
	1986-1987	250	82.4	79.6	82.3	67.2
	1987-1988	253	92.5	92.5	90.8	83.0
	1988-1989	220	92.7	87.3	82.2	73.2
YOUTH SERVICES	1985-1986	*	*	*	*	*
	1986-1987	58	41.4	41.8	52.6	31.0
	1987-1988	45	42.2	37.8	42.2	22.2
	1988-1989	56	38.9	35.2	41.1	23.2
PALMETTO UNIF.	1985-1986	58	18.2	16.4	22.8	6.9
	1986-1987	67	10.4	9.4	12.9	4.5
	1987-1988	46	17.8	22.7	26.1	4.3
	1988-1989	40	23.1	12.8	11.1	0.0
STATE TOTALS	1985-1986	44532	72.5	68.0	76.0	54.9
	1986-1987	42767	75.8	72.7	75.6	58.3
	1987-1988	40399	78.0	77.6	78.9	62.8
	1988-1989	38390	82.6	81.4	79.1	66.1